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The Journal of education

Idols of the Classroom

LEWIS H. CHRISMAN

I WISH MY TEACHERS ALL WOULD BE . .

Worth Imitating

IRL H. DULEBOHN

Again — The Problem of Homework

RANDALL R. PENHALE

Teaching Fails Without Love	*Charles F. Prior*
No Longer God	*F. B. Smith*
Sales Psychology for Teachers	*L. C. Day*
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The Editors Say...

In this issue we print the second and last of the posthumous articles by Irl H. Dulebohn, our late Contributing Editor, whose tragic death occurred two months ago. "I Wish My Teachers All Would Be Worth Imitating" brings this writer's remarkable series to a fitting climax—in our opinion.

Mr. Dulebohn was an excellent planner, able to chart things far ahead for his schools. These, in consequence, have been running since October 31 on the plans he had drawn up for them, and on the momentum his dynamic personality had given.

•

Maybe you will recognize some favorite "idol" of your own in the article by Lewis H. Chrisman, which leads this issue. Mr. Chrisman is always interesting, and has a worthwhile message.

•

Do you agree with Mr. Penhale's analysis of the perennial Homework Problem, and do you think he has outlined the right solution? We shall appreciate your answer.

The article, "No Longer God," is likely to intrigue your curiosity as it did ours.

•

Miss Wilkinson's account of "Music in the Evansville Schools" is replete with suggestions for supervisors and administrators.

•

We'd like to mention every article, but there isn't room here to do so. Be sure to read "Glimpses of European Education"—for something different and more lively than the usual report of such observations.

•

Among the many appreciations of our Mid-month Issues that have come to us, we specially like this one from a fellow editor. We found it in School Activities for January, and it reads: "Oh, by the way, are you familiar with the Journal of Education's 'News Edition'? We couldn't do without it."

Thanks, Editor McKown!

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Education

The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

Volume 120 Boston, January 4, 1937 Number 1

World at Lessons

As Congress Opens

THE newly elected Congress of the United States begins its session about as this issue reaches its readers. It will be a session in which the Democrats will have to take full responsibility for everything that is done. We shall expect to see the Capitol and the White House pulling together in one of the closest accords yet known to this nation.

Through his inauguration this month, President Roosevelt will lose a few weeks of his first term. He won't mind that, in the light of the constitutional amendment which has abolished for good and all the "short session" of Congress, with its lame duck members holding over and passing laws after the voters had elected other men to take their places.

Signs are not wanting that the next three or four years will be another "Era of Good Feeling," corresponding to that enjoyed when James Monroe was President. The Administration has made a highly significant gesture to its chief foe, "big business," by dismissing the one brain truster whom business leaders most disliked—namely Rexford Guy Tugwell. Business, for its part, has been voicing a desire to co-operate in working out some of the country's most serious problems—particularly that of unemployment.

President Roosevelt's mandate is an indefinite one of confidence, rather than a definite set of orders. Naturally he will be more interested in making a great name for himself as President of all the people, than in trying out the theories of radical advisers.

Will the Republicans be able to reorganize their shattered ranks; to maintain a dignified, worthy and sometimes effective opposition to the party in power; and return to the campaign of 1940 with revitalized strength and a candidate who can attract votes?

The panorama will be an interesting one to watch.

Possibly we shall all see more clearly by 1940 whether the swing toward planned economy and guaranteed security of the masses has gone further or faster than we were prepared to have it go.

When News Is Censored

EVEN the German people, accustomed as they are to taking what is handed them by those in authority over them, must have resented the unreasonable censorship which prevented their knowing anything about the crisis of the British throne until the very day of Edward's abdication. Even then, the reason for the decision of the British monarch to quit his throne was not revealed.

How long will the people of any modern nation consent to be treated like children?

Does censorship—whether voluntarily imposed by the press itself, as in England during a few recent weeks, or imposed by a ministry of propaganda—work out as well as the free dissemination of the news as soon as it occurs and can be reported?

There are many abuses of the freedom of the press, and no doubt the American public has suffered many times from such abuses. Individuals certainly have so suffered, as their cases have been magnified and exploited for the sake of extra newspaper circulation. Freedom of any sort implies frequent abuses by persons who construe liberty as license. But on the whole it seems rather better to give the public access to the facts than to conceal the facts and leave the public to all sorts of wild conjecturing.

Rumor does more damage than news, even in its most unbridled form, ever does.

Besides—the exercise of freedom by the press has a tendency to develop in editors a sense of responsibility for printing the truth. Not all editors accept this responsibility. But most of them go as far as circumstances will let them, and sometimes farther—in the direction of printing the truth in accordance with the dictates of good taste and the good of all the people.

• • •

Affluence, Influence, Effluence

THE three commonest hopes of American parents for their children were aptly summarized by Dean William F. Russell, of Teachers College, Columbia, in a paragraph which appeared on the front cover of our December 21 issue. Through education the parents hope their children

will rise to positions where they may do the most good, exercise the greatest influence, or "position in life where they can do the most good or exercise the most influence or enjoy the greatest affluence, according to the ideal of the parent in question."

These three aims represent three distinct concepts of what the schools are expected to accomplish. To some extent, no doubt, the schools are contributing to all three objects.

Are such aims contradictory and irreconcilable? The first and the third—the good of others or one's own prosperity—do often run counter to each other. It takes a delicate balancing of values for the average young person, or older person either, to put unselfish service first and at the same time not to neglect a reasonable acquiring of material gains. However, if the thought of service remains paramount, the need for riches becomes correspondingly small.

The greatest trouble comes from emphasis upon the third aim—affluence alone. From such emphasis upon the part of millions of people, the whole world over, have come most of mankind's woes. Equipping students to go out into life with no other purpose than that of gaining riches would be a rank perversion of education—a twisting of education to defeat itself.

Happily the great majority of schools are conscious of their responsibility for developing ideals of service.

A decade or two ago, when Harvard was establishing its Graduate School of Business Administration, Dean Dunham of that school, who had been elected to head the faculty, was asked by a thoughtful citizen just why, in his opinion, there was need for such a school. The answer was: "To teach our business leaders of the future that the same ethics which apply to the older professions apply also to business."

Must our future business men and workers in all other lines wait until they reach a graduate school before they learn that great truth? Under that plan, most of them would escape the lesson entirely.

Teachers at all levels can do much to modify and blend the aims of instruction toward an outcome which shall benefit society. Without such outcome, society's investment in education would be money wasted.

• • •

A Hemisphere's High Hopes

THAT peace conference of the twenty-one American republics at Buenos Aires will rank in history, not so much for what it built by way of machinery, as by the amount of faith it manifested in the ability of friendly nations to settle their differences without resort to arms, provided a method of conciliation has been set up and the main causes of conflict previously reduced to a minimum.

There is to be no League of the Americas, and no Inter-American Court. Europe has not been copied.

Opportunities for consultation have been created, for use when needed. The nations have promised to mind their own business—by not intervening in the political affairs of a neighbor, even when by so doing they might assure themselves of a government to their liking.

Tariff inequalities and discriminations are to be smoothed out; tariff walls, in general, lowered as between American states.

But when all is done that has been mapped out at Buenos Aires, the visible mechanism for peace and security is extremely small. If hopes are large, it is because the real secret of peace is at length seen to be, not promises, but the belief it can be achieved and the determination that it shall be.

• • •

Britain's Effort to Forget

THE aftermath of King Edward's abdication has shown the British statesmen and churchmen trying to have the people either forget Edward or think ill of him.

To forget him may be expedient until such time as his brother, George VI, shall have become fully enshrined in the hearts of the British public. Thus it may be well to forbid the sale of gramophone records of Edward's farewell broadcast—for a while at least—as has been done. And it is probably better that the press follow the example of the London Times in not printing the letters of indignant subjects than to do as some of the more sensational papers in the British capital have done. The right to print both sides is a cherished right in a democracy. So, too, is the right of editors to choose what they deem wiser not to print.

One need hold no brief for the ex-king's personal standards of behavior to be aware that he did sympathize with the poor, and did use his influence to better their conditions. If the love of one's fellow men is any criterion, the present Duke of Windsor may deserve a higher rating than some who uncharitably throw stones at him.

But Britons have been passing through a grave crisis—and some of them are still jittery.

• • •

One Year to the Next

THE Journal of Education is grateful for the privilege it has had of sharing in the work and leadership of education during 1936. If 1937 fulfills its promise of a returned abundance of material things, may we all be able to "take it" without impairment of our moral fibre!

A Happy Twelvemonth to you all!

Idols of the Classroom

By LEWIS H. CHRISMAN
Wesleyan College
Buckhannon, West Virginia

An appeal for that kind of "academic freedom" which permits each teacher to render his best service.

PROBABLY the most famous passage in Bacon's massive *Novum Organum* is the one in which he summarizes the "idols" which impede effective thinking. It reads as follows: "Idols of the Tribe which have their foundation in human nature itself. Idols of the Cave, for every one besides the faults he shares with race has a cave or den of his own. Idols of the Market-place formed by the intercourse and association of men with each other, and Idols of the Theatre, which have immigrated into men's minds from the various dogmas of philosophers and also from wrong laws of demonstration." The erection of intellectual idols in any realm of thought and activity is the substitution of futile conventionalities for the essential values. Men have not yet stopped building such idols. By no means have all of us learned to distinguish between oak and veneer, the fundamental and the superficial, the traditional and the vital. Every profession has its own idols. Teaching most certainly is not exempt from the tendency to develop a petty regimentation which ultimately tends to interfere with the attaining of the ends for which our educational institutions exist. Goose-stepping is invariably an impediment to real teaching.

No quotation is more overworked than the definition of a college as "Mark Hopkins on one end of a log and a student on the other."

It has unfortunately given many the impression that the stately president of Williams College literally crouched on a log with his students. The fact is that he was not an excessively companionable man. In an article in *The Atlantic Monthly*, December, 1932, Dr. William B. Munro quotes Charles B. Harwood of Upland, California, a student in the Williams of Hopkins' day, as his authority for saying that individual students had little or no personal contact with Mark Hopkins unless they were called into his presence on account of some violation of rules. Moreover, it has been found impossible to verify the tradition that James A. Garfield uttered the famous epigram about Mark Hopkins and the log. There is, nevertheless, convincing evidence to the effect that at a Williams Alumni banquet in New York in 1871 General Garfield said: "I am not willing that this discussion should close without mention of the value of a true teacher. Give me a log hut, with only a simple bench, Mark Hopkins at one end and I at the other, and you may have all the buildings, apparatus and libraries without him."

This transforms the log into a log hut, but nobody has disputed the fact that Mark Hopkins was a great teacher. Two recent biographies, *Mark Hopkins* by J. H. Denison, and *And Gladly Teach* by Bliss Perry, contain considerable additional evidence that Hopkins was a mighty man in the classroom. As we study the scattered material dealing with his teaching methods and ability, two thoughts impress themselves upon us. First, even though he was a fundamentalist in his ethical and theological thinking, he had exceptional power in stimulating thought. Secondly, his classes were conducted with a minimum of educational machinery. Attendance was voluntary and the present-day methods of compelling the uninterested student to study had not yet been devised. One cannot help wondering if there was not some relation between the absence of a cut-and-dried system and Hopkins' extraordinary power of making his classes a vital experience in the lives of the men who composed them. This brings up another question: "Could he have done as effective teaching if he had been reduced to being a cog in a big machine? What effect would the inhibiting of his originality in the interest of regimentation have had upon his pedagogical powers?"

In Professor Perry's *And Gladly Teach* in speaking of his professor of Greek he says: "He was an admirable drill-master in the rudiments of the Greek language, but his conscientious interpretation of his duty as a teacher left him no time to initiate us into the wonders of Greek literature even in English dress." This is a convincing illustration of the tragedy of the idol of the classroom. It is altogether possible that this teacher had some appreciation of the wonders of Greek literature. It may have been that it would have been a joy to him to have brought out in class the literary and human values of those incomparable masterpieces of the morning twilight of the long ago. Why did he not do it then? Professor Perry gives us the reason. "His conscientious interpretation of his duty as a teacher" forbade him to do so.

There was an idol in his classroom. He was so conscientious in his conception of his duty as teacher that this very conscientiousness kept him from teaching. He sacrificed the real values upon the altar of his idol.

This illustrates the paradox of a teacher's failing to teach because of his excessive anxiety to do that which he mistakenly thought to be his duty. What was the result? Professor Perry further says: "The irony of the situation was that some of us actually liked Latin and Greek, loved to turn those splendid periods into the best English which we could command, and were ready to be interested in whatever the Greeks and Romans had to say. But we fared less well in the classroom than some boy with an accurate verbal memory for the list of rules and exceptions as set down in the grammars of Goodwin, and Allen and Greenough." Here we have a case of at least a few boys anxious to learn and presumably a teacher capable of teaching, but even the alert, ambitious students learn nothing because like the Ethiopian on the desert highway they had no one to teach them. Over the classroom lowers the gloomy figure of the idol and on the pedestal are inscribed the words, "Thou shalt not teach."

•

In Carlyle's *Sartor Resartus* there is the most devastating indictment of futile misdirected teaching to be found in all of the literature of education. This part of the book is undoubtedly autobiographical. It has to do with Carlyle's experience at the Annan Academy where he was sent as a child of ten. He thus characterizes his teachers and their teaching: "We find, moreover, that his Greek and Latin were 'mechanically' taught; Hebrew scarce even mechanically; much else which they called History, Cosmography, Philosophy, and so forth, no better than not at all. . . . My teachers were hide-bound pedants without knowledge of man's nature, or of boy's; or of aught save their lexicons and quarterly account book." As one reads this he wonders whether Carlyle's teachers were naturally such mechanical-minded gerund-grinders as he pictures them. In his characterizations of men and women of whom he disapproved, Thomas of Ecclefechan was not inclined to err on the side of leniency. Were the teachers intrinsically such poor sticks or were they victims of the system? Was their bungling imitation of teaching the result of personal deficiency or was it because they were bull-dozed by the idol?

•

Years ago a superintendent of schools visited the halls of an ancient college in order to interview several applicants for positions in the system of which he was the head. He attended several classes including one taught by an exceptionally original and inspiring scholar. During that period the superintendent noticed that the professor deviated from a number of the arbitrary rules which he had always regarded as basic principles of good teaching. On the other hand he could hardly have helped noticing that something was happening in that class. The air was super-charged with the electricity of ideas. Thought was being stimulated and intellectual curiosity was being aroused. But the visitor was joined to his idols. Year after year he had been deepening his rut. As the hour passed the lines of disapproval written upon his face became more and more pronounced. He began to wonder if he desired to employ teachers trained under such conditions. At the end of the period he had a little talk with the professor which he prefaced with the tactful interrogation: "Don't you tell these students that they must not teach the way you do?" He simply could not endure to see his idols toppled so ruthlessly from their pedestal.

Long afterwards one of the students who was present that afternoon had a somewhat similar experience in a college classroom over which in the course of events he had come to preside. On a certain afternoon he had as his guest in a small class a young lady from his own household whose own educational career had by this time advanced to the third grade. The class was small and was conducted rather informally. At its close the youthful visitor with the utmost frankness voiced several criticisms of her father's pedagogy. She was especially horrified that he allowed his students to speak right out in class without the formality of raising their hands. Such a thing never would have been allowed in the third grade. The fact is that she had already begun to erect her own idols of the classroom, and was duly shocked at the idea of anybody's failing to show proper reverence for them.

•

This article is not an attack on a system in teaching. It is, though, a defence of that type of academic freedom which allows the teacher to manage matters in such a way as to make the best possible contribution to the development of the individual entrusted to his instruction. Some teachers can render their best service in one way and some in another. For example, one enriches life and widens horizons by inspiring new interests; another stimulates vigorous and independent thinking; still another may train the student in careful attention to details. No man is to be criticized because he cannot do the

same work in the same way as somebody else. David could not fight in Saul's armor, but with the shepherd's sling and five smooth stones from the brook he overcame the Philistine giant. It is more than merely unfortunate if a teacher's effectiveness is ruined because of his being compelled to forego doing that which he can do in order to attempt to operate some machine which he is entirely unfitted to handle. Sometimes the compulsion may come from without. Sometimes it is caused by his own erroneous ideas of the object of the work which he is doing. Whatever its origin this lack of academic self-reliance is productive of bungling teaching.

In the unique and famous Orozco frescoes at Dartmouth College there is depicted an educational parable which expresses more wisdom than many shelves of books. The artist satirizes sterile education by picturing a skeleton giving birth to another skeleton. This is what happens when educators lose their perspective and fail to distinguish between that which is significant and the idols of pedagogical conventionality.

Teaching Fails Without Love

By CHARLES F. PRIOR
Superintendent of Schools
Fairhaven, Massachusetts

A Schoolman Paraphrases the Thirteenth Chapter of First Corinthians

THOUGH I speak with the tongues of the pedagog and researcher, and have not love and human understanding of children, I am become as sounding brass, or a tinkling cymbal.

And though I have the gift of prophesying when the supervisors will arrive, and understand the mysteries of tactful speech; and though I have all faith in my ability to influence people, and have not a love for and devotion to the highest interests of my school, I am nothing.

And though I take courses in education every summer and can talk fluently about them; and though I have earned my Master's Degree in Education; and do not have that love which obligates me to make my knowledge helpful to my pupils, it profits me nothing.

Love of children makes me patient and kind; love keeps me gentle in dealing with parents; love prevents me from envying fellow-teachers, and leads me to say good things about them rather than talk about my own greatness.

Love of children and the cause of education makes me careful of my conduct, unselfish, not easily angered, and, above all, slow to think evil of children, parents or colleagues.

Love leads me to rejoice, not in the unpopularity and mistakes other teachers make, but in the good will they enjoy and the successes they achieve.

Love causes me to be efficient in unwelcome as well as welcome tasks; to be loyal to the curriculum I have to teach, but to think and work to the end that it may be improved.

Love cannot fail; it may not get me a high salary, but I can deserve one; I may be unable to talk fluently in terms of statistics and psychological research, but love leads me to study and apply today's knowledge; I, too, look forward to the time when that which is perfect is come and that which is in part shall be done away.

When I was a beginner, I spake, understood, thought as a beginner, but, with experience, I have put away beginners' conceptions. Then I thought teaching was a job, now I look upon it as a profession; then I was imparting information, now I am building personality; then I made the pupil a passive recipient, now I lead him to participate actively in all things; then I was fitting him for selfish success, now I am training him for social and civic usefulness.

There is faith. I believe in the potential power of each pupil and try to inspire him with that belief; I believe in education as the chief instrument in making a better, happier, more useful life; I believe in democracy and that it is my mission to make it safe.

There is hope. I feel there is a Power beyond self which works for right things; it gives me courage to go on when my efforts seem futile, when human ability appears to be insufficient. I am the messenger of hope to my pupils for without it there is failure.

There is faith, hope, love, but the greatest of these is LOVE.

I Wish My Teachers All Would Be . . . .

Worth Imitating

By IRL H. DULEBOHN

I WISH all teachers were more imitable.

Children are imitators. Failure to recognize and utilize the imitative impulse inherent in children is, to my mind, one of our gravest errors, and all too common. Children learn largely by imitation. They copy mannerisms, facial expressions, pronunciations, even posture, from people they admire. Their etiquette is the etiquette of their social group. Their skills are the skills which have appealed to them in someone else. Their personality is the composite of traits they have admired in others. They are a part of all that they have met. The imitative impulse offers teachers their greatest opportunity.

•

We needed an orchestra man. I was interviewing an applicant.

"What instruments can you teach," I inquired.

He replied: "I can teach all of them. I play the piano and the saxophone."

I had doubt as to his success, but his personality was good, men were scarce, I was inexperienced, and so we hired him.

"Hold the neck of the violin," he would say, "between the thumb and forefinger. Place your chin . . . grasp the bow . . . draw it across the strings . . . and so forth. He never played the violin for them. He couldn't. We kept him two years. His success was inconspicuous. His pupils were satisfied when they produced scratches and squeaks. That was all their teacher could produce.

When his successor applied, I inquired what instruments he could play.

"All of them," he replied.

"Let's hear you," I suggested, pointing to a rack of instruments. He could and did play them all, one after another, and play them well. He has been with us a long time, and his success is gratifying.

"Hold your violin like this," he tells his pupils, then plays to them, briefly but well.

"Gee!" exclaims the pupil, more often than not, "I wish I could play a violin like that."

"You probably can," replies the teacher, "if you try."

"Well, I'm going to try," resolves the pupil, and his battle is half won.

I wish all my teachers would make use of the imitative impulse—and that they all had more qualities worth imitating.

•

Basketball.

"Come on, get some pep into it," says Coach A from the side lines. "You're too slow. Snap it up! Snap it up!" The players continue to dawdle.

"That's better than he could do," they grumble. The coach continues to fret and fume, but to no perceptible effect.

"Here, take it like this," says Coach B, and he runs the ball down the floor, in a display of skill and agility that is, if not dazzling, at least worthy of attention.

"Boy!" the pupils gasp, in newly aroused admiration and respect, "if we could only do it like that, eh?"

Results? Teams trained by Coach A are satisfied with mediocrity, and come out second best in most of their contests. Those taught by Coach B are not satisfied until they have approached, at least, the skill of their mentor, consequently they frequently win. Always they prove themselves worthy competitors.

Some wag has said that in order to train a dog one must know more than the dog. I hold that a teacher who undertakes to train a child must possess and display enough ability to command respect, arouse admiration, and awake in the child the impulse to imitate and emulate.

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Sewing classes. Given one teacher who can sew a fine seam and turn out articles worthy of admiration and another teacher who cannot, which teacher will secure the best work from a class of girls, other factors being equal? One guess should be sufficient, and it need not be a guess. It is a certainty. Children set their standards not by what their teacher tells them but by the quality of work their teacher herself turns out. If she desires perfect buttonholes let her buttonholes be works of art. If she desires accurate, even stitching let her own stitches excite the admiration of her pupils. Once admiration is excited, the impulse to imitate and emulate will take care of the rest.

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And imitation is not confined to special subjects. The desire to imitate, to equal, is inherent in children and useful in all subjects. A concise comment beautifully written by the teacher will do more to correct slovenly writing than whirlwinds of oratory or invective will accomplish, especially if the latter emanate from a teacher

whose own handwriting is open to criticism. Habitual neatness on the part of a teacher will induce neatness in her pupils more quickly than a series of lectures or a volume of required essays on the subject. Orderliness in thought and action on the part of a teacher makes pupils orderly. Soft words from a teacher soften the harsh discordant speech of her pupils. As is the teacher so is the school.

I am thinking now of a teacher who can print, and do it beautifully. The simplest place card becomes a work of art when she letters the inscription. Frequently she prints titles or mottoes on the blackboard. Never to my knowledge has she given her pupils a lesson in lettering, yet by spring, three-fourths of her class each year have somehow acquired the ability to print creditably. Imitation—they see, they admire, they practice, they achieve.

Another teacher I call to mind excels in poise. Nothing disturbs her or ruffles her temper. Her voice, soft and pliant, is never raised to an unpleasant pitch. Her personality permeates the atmosphere of her room and descends like dew upon her students. They drop disorder as they doff their wraps at her door, not because of fear—rather out of respect. They would no more exhibit their exuberance in Miss Alice's room than they would applaud the doxology. Admiration—imitation. That is the cycle.

I like the teachers who recognize and utilize this imitative impulse. I wish all of them possessed more qualities worth imitating.

No Longer God

By F. B. SMITH
Principal, John Muir School
Sacramento, California

THE youngster came into the office on tiptoes. No, he was not trying to keep from making a noise, but the teacher was lifting him from the floor and shaking him at every step. The teacher was a level-headed chap, and the boy was a renegade; so I was on the teacher's side by instinct. Very scornfully the teacher said: "Just a case of Tom stealing candy out of another boy's pocket." He then left and went back to his room. We both knew the traditions of the rough section of town in which our school was located. Stealing was not stealing when you raided a banana wagon or snitched something out of the store. But for a boy to steal out of another's pocket when the coat was hung in the room, well, this was beyond the pale even in this tough section. My course was very plain. (I am older now and wiser, I hope.) First there must be the complete confession by the criminal, then the acknowledgment of the justice of the punishment, and then "God" (of course, I would take that part) would mete out the "justice" so richly merited.

"Why, Tom," (of course, his name would be Tom and he would be undersized and have a sullen and a devil-may-care attitude), "don't you realize that there is no boy in this school who does not know that you have been pretty mean and 'ornery'?"

The small figure said nothing.

"Tom, why did you want to take Frank's candy? Didn't you have breakfast this morning?"

"No."

"Now, listen, you mean to tell me that your mother didn't cook your breakfast?" and the questioner assumed such a smug, "I've caught you" attitude.

"No."

"Why, Tom," I thundered, as God was supposed to have so acted in days of old.

Grimy fists tried to stem the tears. I was enough of a gentleman to look out of the window. (I had forgotten for the time being that I was God.)

"She's—she's in the hospital, and the doctor says she won't live."

"Who gets breakfast for you now?" I asked in tones that were subdued now, yes, so subdued and quiet that a little more and I would have had to blow my nose. A man never shows emotion but, "doggone it!" you sometimes have a deucedly bad cold that acts up on occasions like this.

"I cooked breakfast for the kids. My dad begins work at midnight. But there weren't eggs enough to go around so I let the little kids have them so they wouldn't cry in school cause they were hungry."

School teachers are not rich, but I never found fifteen cents for a boy's lunch so quickly in my life. Because I was trying to relieve my conscience, to do something to keep from showing any sentiment, I tried to be brusque. But I didn't fool anyone, even myself.

Oh, no, I didn't punish him unless you call sending a boy out to get a lunch at 9.30 a.m. a punishment.

What would you have done?

Sales Psychology for Teachers

By L. C. DAY
Superintendent of Schools
South Portland, Maine

The good teacher firmly believes in what he teaches, and should be able to make it interesting.

IMAGINE the subscription book salesman, as he casually blocks the classroom door at the close of the session, explaining cheerfully: "Yes, Miss Jones, this set of Cosmos Encyclopedias is really no good, but it's the best the company provides, and I have to try to sell it." Would Miss Jones buy the set? And would not the salesman starve to death?

Yet there was a Miss Jones in real life, having a bit of a dislike for a certain English text which she was required to use, who yearly introduced the book to her class with the comment: "Now, children, this book is worse than nothing, but I suppose we must use it—the town won't get us anything better." Tenure of office might save Miss Jones from starvation, but what chance has either book or children with an introduction like that?

Again, let us suppose Miss Dale, teacher of literature, one day sets out in search of a new hat and coat. The millinery saleslady, producing one of the latest creations, bursts out emphatically: "You think this is a fright? Ah, yes! But wait until you see the freak coats upstairs in the cloak department!" Would Miss Dale tarry to go upstairs, or would she scurry back to the street? Yet Miss Dale herself, finding her freshman charges a bit restive under Julius Caesar, encourages a further craving for fine literature by admonishing the class: "If you think this is bad, just wait until you get to Macbeth!"

Confession is good for the soul, so it is said, but too much of it may be detrimental to salesmanship. Fancy a household appliance saleslady, fumbling about helplessly in an attempt to demonstrate an electric range to a group of housewives, exclaiming with a startling frankness: "I don't know what all these buttons and gadgets are for; I could never figure them out, and I don't think you could, either!" Yet Miss Smith, suddenly plunged into a few pages of algebra in her advanced arithmetic class, introduces the new work with the reassuring remark: "I could never make head nor tail out of algebra, and I am sure you can't!"

In the first instance perhaps thirty housewives would be quickly convinced that an electric range was hopelessly complicated, and it might require the combined shrewdness and tact of a half-dozen other appliance salespeople to convert them to electrical cookery. In the second instance we may have thirty students later entering high school fearful and determined to avoid algebra and all its mathematical brethren, if possible; or, failing to avoid mathematics, they will be possessed of a prejudice which will take the best of teachers months, or even years, to overcome.

Miss Smith has a chum, Miss Hall, who is a little timid about the junior high school science she is attempting to teach. So one nerve-racking forenoon, apropos of something (or nothing, perhaps) she plants the seed for a class-full of husky complexes by remarking that: "Physics is a dreadful subject; I know you'll hate it!" Little wonder that the high school physics instructor grays and wrinkles before his time.

Finally, let us stop a moment at the West Street primary school. Here we find Miss Brown and several congenial associates working with enthusiastic unanimity to make a fearsome bogey of the strict Miss Sharpe, a veteran teacher at the Northside school, where all the little West Streeters must go when they graduate from grade four. For twenty years or more the West Street teachers have used the prospect of Miss Sharpe's alleged blood-and-iron rule as a device to bolster up their own wavering discipline, until now she has become a terrifying tradition. Children dread her for years ahead, even from their first day at school. "Miss Sharpe will get you, if you don't watch out!"

Miss Jones merely sold her own subject badly, but Miss Dale and Miss Smith, as well as putting their own classroom product in an unfavorable light, were also selling their organization badly, too — selling it "short," as a stock broker would say—by deprecating the subjects taught by other teachers. The West Street teachers were devoting themselves wholly to short-selling the organization. particularly one member thereof. It is as if the millinery saleslady had drawn all her customers aside to whisper: "Oh, say! Look out for that disagreeable clerk at the glove counter. She's actually dangerous. They say

that one day she pushed a customer down the elevator shaft!" It is doubtful if even Santa Claus could remain popular if he were subjected to the propaganda directed against the strict but still very human Miss Sharpe of the Northside school.

We schoolmen have much to say about selling our schools to the public. Some of us have been known to wear ourselves ragged in our quest for effective publicity. But might it not be wise for selling, as well as charity, to begin at home? Why not try first to sell the schools to the children who attend them? Parents and other citizens may be regarded as our stockholders, and of course they should be kept informed regarding school matters, but our real customers, the ones whom we truly serve, day in and day out, are the children who attend school.

This selling of the schools to the children must begin, of course, in the classroom. Our first step should be to suppress ill considered remarks. We would thereby avoid countless prejudices and complexes which make hard many easy matters and make harder matters already hard enough.

On the positive side, we should take our cue from the good salesman, who attempts from the start to make his product appear interesting and desirable. He has a sharp eye for future sales and sales that may benefit other departments of his company. The good teacher firmly believes her educational product to be desirable, and it should not be too severe a task to make it interesting. Having sold her present wares successfully, she will have automatically paved the way for future sales both for herself and for other members of the school organization.

When we school people become better salesmen, our schools will need less forced publicity, for in the schools, as elsewhere, a satisfied customer is one of the best advertisements.

Music in the Evansville Schools

By HELEN WILKINSON
Supervisor of Music in the Public Schools
Evansville, Indiana

MUSIC has been included in the curriculum of the Evansville schools since shortly after the Civil War. The superintendent's report to the board of education in 1867 states that "the Board made the experiment the past year of teaching vocal music in the schools, and employed Professor M. J. Tinker as instructor in that department. Not only are the voice and ear cultivated, but pupils are taught to read music as they read English. Whatever doubt I may have entertained has been entirely removed." In Birge's "History of Public School Music in the United States" Mr. Tinker is listed as a "pioneer" in school music in the Middle West.

Evansville is a typical industrial city. Its population of 103,000 is largely of German descent. When the music students of one of the high schools gave a program of German folk music and the Bach Coffee Cantata a year ago, the audience joined them in singing many of the songs in German.

The "Philosophy of Music Education," upon which all music instruction in the Evansville schools is based, is stated as follows:—

"Music, which is based on feeling, contributes primarily to the emotional development of the child. Though it has the power of awakening in one specific emotions such as joy, sadness or contentment, and of providing an outlet for these emotions, its greatest contribution is the aesthetic feeling which one receives when listening to or performing beautiful music. One cannot come into contact with good music artistically performed without a very definite sense of uplift. The Fourth Yearbook of the Department of Superintendence states that 'we do not enjoy a composition by Beethoven because it is sad or joyful or makes us sad or joyful, but because it is beautiful and exalts our general state of feeling.' Each child has within him (in varying degrees) the capacity for aesthetic development, and it is the purpose of music in the schools to cultivate this capacity.

"With this purpose in mind, the objectives of music in the Evansville schools are: (1) To develop musical taste; (2) to discover and develop the music ability of each child to its fullest extent; (3) to develop an intelligent appreciation of music; (4) to develop music as a socializing influence; (5) to set high standards of performance; and (6) to create and sustain the pupil's interest in music."

Some of the experiences in the music program which contribute to these objectives are singing, rhythmic activities, staff notation, listening lessons, creative music, and instrumental instruction.

The following quotation from the "Second Annual Review of the Instrumental Music Department in the Elementary Public Schools of Evansville," 1935-36, prepared by Claude B. Smith, director of instrumental music, indicates the growth in the organization in this phase of the music instruction:—

"1933 Spring Semester—one man taught band classes in three schools after school hours by way of experiment.

"1933-34—four men taught band classes in all sixteen elementary schools out-of-school hours, taking all the band members in one heterogeneous class regardless of their various capabilities;

"1934-35—five men taught instrumental classes in all elementary schools, meeting both beginning and advanced classes in stringed instruments as well as band instruments for the most part on school time;

"1935-36—during the school year the same personnel has been meeting three groups of band classes and three of string classes segregated in each building as nearly as possible according to the ability of the individuals concerned."

Beginning classes are organized from students in the fifth and sixth grades, while the two more advanced groups are composed of students from the seventh and eighth grades.

Plans for the present school year include "an exploratory course to provide for a more intelligent distribution of school-owned instruments and to assist teachers in better guidance of prospective pupils and their parents when they become interested in instrumental music." During the first semester Mr. Smith will give all members of the 4B grade a rhythm and a pitch test. During the second semester these pupils will have a chance to experiment with some simple instrument such as a saxette.

Every public school (elementary and high) in Evansville has either a band or an orchestra, while most of them have both. The massed grade band which played in the instrumental festival last spring was composed of 435 members; the massed grade orchestra, 230 members; the string ensemble, 185 members; and the massed high school band, 180 members.

The following figures indicate the enrollment gains in the instrumental classes in the elementary schools:—

	1935-36	*1934-35*
Band classes	651	563
String classes	228	190
		Increase
Band classes		87 or 15.5%
String classes		38 or 20%

Twenty-three per cent. of the band classes are girls. Seventy-two per cent. of the string classes are girls. Of the total enrolled in the instrumental classes 35 per cent. are girls and 65 per cent. are boys.

Last year the Board of Education purchased $18,000 worth of instruments for the use of the schools.

The instrumental classes in the elementary schools have been scheduled during the extra curricular periods. This is really curricular work, however, for all children belonging to band or orchestra are required to join these classes. A few exceptions are made of children who show they have reached a certain degree of ability.

Most elementary schools also have choruses which meet during the extra curricular period. Membership in the choruses is not based on ability, but is open to anyone interested. Music of a different type from that sung in the regular classes is studied.

A few music appreciation clubs also meet during this period in the elementary schools. Study units which are different from those in the regular course of study are used. The membership of these clubs is usually composed of students who do not show any performing ability either playing or singing.

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Reitz High School has a popular singing club with a membership of 120. For twenty minutes the students sing popular songs, and for the remaining twenty minutes they participate in programs arranged by themselves.

It is the policy of the music department to co-operate in every way possible with other departments in the schools. Music is included on nearly every assembly program or Parent-Teacher Club meeting. The bands and drum corps also play at the various athletic events held by the schools.

Last year a chorus of 1,000 seventh and eighth grade children sang Granville Bantock's "Ugly Duckling" accompanied by the Bosse High School orchestra as part of the schools' observance of American Education Week.

The following outline indicates the plan of the music instruction in the elementary schools:—

Required

I. Kindergarten and Grade 1
   - Rote Singing
   - Rhythm
   - Listening
   - Ear training

II. Grades 2 and 3
   - Rote Singing
   - Listening
   - Rhythm
   - Ear training
   - Eye training

III. Grades 4, 5, and 6
   - Rote Singing
   - Rhythm
   - Listening
   - Ear training

Eye training
Theory
Two-part singing (Grade 5)
Three-part singing (Grade 6)

IV. Grades 7 and 8
Rote Singing
Listening
Ear training
Eye training
Theory
Two-part singing
Three-part singing
Four-part singing

Selective and Elective

I. Kindergarten and Grade 1
Primary chorus

II. Grades 2 and 3
Primary chorus

III. Grades 4, 5, and 6
Intermediate chorus
Instrumental classes
Ensembles

IV. Grades 7 and 8
Choir (boys)
Choir (girls)
Choir (mixed)
Instrumental classes
Orchestra
Band
Ensembles
Appreciation clubs

Music courses in the high schools are both elective and selective:—

I. *General Course*

Ninth Year
Junior Chorus—½ semester credit
Junior Band—½ semester credit
Junior Orchestra—½ semester credit
Fundamentals of Music—1 semester credit

Tenth Year
Chorus—½ semester credit
Senior Band—½ semester credit
Senior Orchestra—½ semester credit
Music Appreciation—1 semester credit

Eleventh Year
A Cappella Choir—½ semester credit
Senior Band—½ semester credit
Senior Orchestra—½ semester credit

Twelfth Year
A Cappella Choir—½ semester credit
Senior Band—½ semester credit
Senior Orchestra—½ semester credit
Harmony I—1 semester credit

II. *Vocational Course*

(Students who take the Vocational Course must show talent and study privately.)

Ninth Year
Junior Chorus—½ semester credit
Junior Band—½ semester credit
Junior Orchestra—½ semester credit
(One of the above required.)
*Fundamentals of Music—1 semester credit

Tenth Year
Chorus—½ semester credit
Senior Band—½ semester credit
Senior Orchestra—½ semester credit
(One of the above required.)
*Music Appreciation—1 semester credit

Eleventh Year
A Cappella Choir—½ semester credit
Senior Band—½ semester credit
Senior Orchestra—½ semester credit
*Harmony I—1 semester credit
*Applied Music—1 semester credit

Twelfth Year
A Cappella Choir—½ semester credit
Senior Band—½ semester credit
Senior Orchestra—½ semester credit
*Harmony II—1 semester credit
*Applied Music—1 semester credit

This course requires the student to submit fourteen semester credits in music for graduation.

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No group of children in the Evansville schools enjoys music more than the colored children. Under the direction of W. C. Cooper, these students sing their spirituals with such sincerity and beauty that they are a source of inspiration to all who hear them.

Teachers of music in the elementary schools made a list of some of their problems, then each chose one of these for special study during the past school year. The subjects studied were as follows:—

Grades 1 and 2
Adapting music to individual differences (including helps for "out-of-tune" singers)
Supplementary songs
Creative music
Rhythmic activities

Grades 3 and 4
Listening lessons
Supplementary rote songs
Suggestions for securing more interest from boys
Adapting music to individual differences

Grades 5, 6, 7, and 8
Adapting music to individual differences
Suggested system for grading
Minimum technical requirements
Supplementary rote songs

Departmental music teachers studied pertinent books during the summer in order that their music instruction might be in line with educational trends in other subjects. Some of the books studied included Earhart's "Meaning and Teaching of Music," Kwalwasser's "Problems in Public School Music," Kwalwasser's "Tests and Measurements in Music," Gehrken's "Essentials in Conducting," Pitt's "Music Integration in the Junior High School," and Coward's "Choral Technique and Interpretation."

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The following quotation from the Evansville Music Course of Study summarizes the goals toward which the music department is working:—

"It is to be hoped that the musical experiences of the children in the required and elective courses in the elementary schools will have been so enjoyable to them that they will wish to elect in the high school music courses which are fitted to their interests and ability. It is also hoped that when the children leave high school, that school music will have prepared them to enjoy good radio programs and concerts more fully; that they will participate in increasing numbers in such organizations as church choirs, the Evansville Philharmonic Orchestra, the Musicians' Club, the Civic Chorus, and other community musical organizations; and that many will continue their study of music with private teachers or through college music courses. May each contact which our former students have with music in the adult world be a more vital and uplifting experience because of the training they have received in school!"

*Required courses.

Laying the Ghost of Hallowe'en

By CHARLES J. DALTHORP
Superintendent of Schools
Aberdeen, South Dakota

"HALLOWE'EN," or is it "Hell-o'e'en"? A suggestive word at its best. In legend and mythology it signifies goblins, spooks, an evening of mystery and wholesome fun. In reality, in most centres, it has degenerated into an evening of nomadic Chic Sales mansions, strewn garbage cans, congested avenues, and general property destruction with hilarious boys of all ages using the night as an excuse for law breaking.

Police officers organize their forces and deputize civilians for weeks ahead of time to cope with the problem. They confidently approach the evening with the hope they will be able to handle the situation. As soon as darkness descends they find it would take a whole regiment of the United States Army to handle even a small contingent of the celebrants. They are out-generaled, out-manoeuvred, and finally view the results of battle in large property losses, a complaining citizenry, and a smug but triumphant army of boys who have outguessed the law enforcement agencies.

By this time the reader is beginning to wonder what relationship Hallowe'en has to education. Perhaps nothing directly. However, those of us who profess to be educators who are training for citizenship and law obedience must recognize that much of our constructive schoolroom teaching is broken down in this one night. It is easy to wink at the whole problem and say that it is of no concern to individuals engaged in education but is a problem for the law enforcement officers alone. We assumed this negative attitude in the Aberdeen schools for many years. Then, in 1932, the grand and glorious Hallowe'en brought general property damage in excess of five thousand dollars, and left the streets and avenues in the city strewn with 135 truckloads of junk and refuse. All of this occurred in a town with a population of less than 18,000 people.

By 1933 we decided any attempt to curb this outlawry would be a step in the right direction. We reasoned, if no good came from the attempt, there surely would be no loss. The Y. M. C. A., the city safety department, and the public schools together planned a program to hold the interest of all boys and girls of school age on Hallowe'en night. The program for 1936 follows:—

7.00 o'clock—Gates open.

7.15 o'clock—Lights on.

7.15 o'clock—Treasure hunt.

One thousand prizes will be hidden within the confines of Johnson Field. Candy and surprise boxes will make up the prizes. There will also be twenty-five tickets to shows included in the list of prizes. Everybody is eligible to take part in the Treasure Hunt.

7.30 o'clock—Football game.

A game between Northside Independents and the Cardinal Intra-mural teams. Between halves—*Bag rush.*

Northside vs. Southside. Three bags will be filled with straw and placed in the centre of the field. The southside will line up on the south goal line, and the northside on the north goal line. When a gun is fired, the riot will start. *Open to all.*

Peanut Scramble—Girls.

Girls will line up on the goal line and the peanuts will be distributed upon the fifty-yard line. A whistle will turn them loose.

Peanut Scramble—Boys.

Same as for girls, only more peanuts.

Tug of War.

Southside vs. Northside. Fifty on each side. Rope given by fire department.

9.30 o'clock — Big Barbecue Feed.

This is similar to the programs offered in previous years. The program is financed by selling adult tickets at twenty-five cents each. Each room or homeroom in the schools carries on an educational program to develop co-operative attitudes on the part of all pupils before Hallowe'en night. A typical activity program follows:—

BULLETIN ON HALLOWE'EN

Time Allotment: Two or more Activity Periods.

Objectives—

1. To develop a respect for the property and welfare of others.
2. To develop a self-restraint and group restraint.
3. To develop a respect for the present-day customs, law and order.
4. To develop a willingness to "have a good time without resorting to destruction."
5. To give information concerning the development of Hallowe'en customs.
6. To create an interest in the proposed Hallowe'en party at Johnson Field.

Procedure—

In order to attain most of the above objectives, new attitudes must be built. Thus our procedure must be governed by that which fosters attitude development. Present-day writers on attitude development give the following steps: Give the needed information upon which the attitude is to be developed; convince the pupil as to the desirability of the new attitude; add the emotional appeal, enumerate possible satisfactions which may result from acquiring the attitude.

Home-room teachers are asked to present material on Hallowe'en and the problems faced by the city and school authorities during the past few years. Also, the city is sponsoring an evening of good wholesome fun for the young folks of the city.

In your presentation of the material endeavor to develop individual responsibilities for restraint in matters of destruction. Be prepared with several specific examples of seriously harmful depredations of the past few years. Be sure to spend a few minutes checking up on pupils after Hallowe'en.

Suggested Content—

1. Historical Development of Hallowe'en.
   a. Origin of Hallowe'en.
   b. Implied meanings.
   c. Present-day connotations.
      (1) Which of these are permissible?
      (2) Which of these are not permissible?
      (3) From whom is the privilege of Hallowe'en hilarity secured, or is it merely assumed by careless individuals?
2. Which Activities are Permissible and Which are Not Permissible?
   a. List the permissible and non-permissible activities for Hallowe'en.
   b. Upon what basis do you decide whether an activity is permissible or non-permissible?
   c. Choose one or more non-permissible activities and trace through to a logical conclusion its inconvenience and hardship to others.
3. Hallowe'en Code.
   a. List several appropriate rules that Junior High School pupils should be willing to follow.
   b. List some direct benefits that may come from a "sane Hallowe'en."
   c. What is your individual responsibility to yourself and to the group on Hallowe'en?
4. The Proposed Hallowe'en Program.
   a. Acquaint the pupils with the Superintendent's Special Bulletin.
   b. Discuss the possible cost of the program to the city, means of financing.
   c. In what ways may the pupils co-operate to make the program successful?
      (1) Pupil conduct before the parade in the evening.
      (2) Pupil conduct during the parade.
      (3) Pupil conduct at Johnson Field.
      (4) Pupil conduct after the party.
   d. Distribute and have pupils sign pledge cards.
5. The Check-up.

   Teachers should be alert on Hallowe'en evening to make sure they have some idea of the success of the program. If satisfactory conduct is evident, be sure to spend some time reviewing items discussed under 3 b. Pupils will derive considerable reward and satisfaction providing the program is successful, and they have had an active part in making it so.

Just before Hallowe'en all pupils are asked to sign pledge cards, a sample of which follows:—

JUVENILE ADMISSION

In exchange for a Football Game, a Bag Rush, a Treasure Hunt, a Peanut Scramble, a Tug of War and a Barbecue Feed on Hallowe'en Night (October 31) at 7.00 p.m., I promise to co-operate with the authorities by not destroying public or private property or engaging in other acts of malicious mischief over the Hallowe'en period.

Name..... School.....

Four years of experiment with the plan has reduced police calls from a number that so loaded the police desk lines that two operators could not handle them to one call in 1936 and a reduction in property losses from in excess of $5,000 in 1932 to nothing in 1936.

The first year the plan was tried, business men ridiculed the idea and predicted the congregating of large groups of youngsters would result in more damage than if the thing was not attempted. Now, the co-operation and interest from all citizens is one hundred per cent.

On the face of the plan it appears idealistic and impractical. The general plan has been a success and has worked out satisfactorily for the following reasons:—

1. A substitute is provided for property destruction in an organized party.
2. The home, the schools, and other agencies co-operate to make the plan a success.
3. The natural honor of the boy causes him to co-operate when he signs a pledge card.

Again—the Homework Problem

By RANDALL R. PENHALE
Head of High School English Department
Negaunee, Michigan

The issue should be squarely faced and a solution reached. A thoughtful plan is here outlined.

LAST spring there appeared in the Chicago Tribune a feature story which has awakened a great deal of discussion. It concerned itself with the home work high school teachers assign to boys and girls. The article was widely read if student comment is any indication. Apparently, home work is *one* problem which school executives must not only face but must also settle. They must also settle upon the particular policy which is to obtain in their respective schools.

To quote a few of its more provocative sentences:—

"Children are expected, on the average, to spend daily not more than three-quarters of an hour on home work in the first year of high school, not more than one hour in the second year, not more than one hour and a half in the third, and from one to two hours in the senior year. . . . The young people I know have assignments which simply couldn't be done by any student day in and day out. . . . After a busy day of mental and physical activities, no one—old or young—should be expected to spend all of every evening in hours of sustained mental effort, devoted to the same kind of mental activity that has been required for hours earlier in the day. . . . There should be in the child's evening some time to read, to listen to or make music, to do the manual work he or she enjoys, to work on some sort of collection, perhaps, and, in general, to follow his special interest or hobby. . . . With four or five major subjects, the assignments pile up alarmingly. . . . I wish teachers could realize that excessive home work makes a child stale for what should be fresh creative study in the classroom."

Most administrators *agree* with the article that no one, old or young, should be expected to spend all of every evening at hard study. They could not have done it themselves when they were in high school. Every teacher agrees that health is a cardinal principle of education; that one's physical condition is more important than the mere acquisition of learning. The time is coming when school officials must respect the right of the father to his radio at the end of a busy day's labor in the office or mine—unrestricted by the demands of school children that "hospital quiet" be maintained in order that they can study.

But to see the picture from another point of view:—

1. There is no arbitrary number of hours which a student is expected to devote to home study, regardless of his grade classification. It is an individual matter with the student himself.

2. If school authorities did not hold their expectations to a high standard, many students would cease to study entirely. Thus to reduce assignments is to allow a large number of our students to court scholastic disaster.

3. Student health is in no danger of impairment. In most high schools the average student carries but four subjects plus physical education, permitting him approximately three class periods each day for lesson preparation. *If* these periods were *conscientiously* used for lesson preparation, the average student *could* devote his evenings to radio, a good book, his hobby, or to manual work as he chooses.

If he elects to participate in numerous extra-curricular activities, they serve to refresh him for his studies. If, therefore, his interest in music, drama, forensics, or other things, crowds his evening, he has only himself to blame. It is a question as to what *he* wants to get out of his high school career.

4. To reduce or eliminate home work entirely would require in many schools a longer school day or to reduce curricular or extra-curricular offerings.

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Nothing is gained, however, by avoiding the problem. One remedy lies in the adoption of some form of supervised study. Distracting conditions in the average American home make such a course a necessity.

What supervised study plan is chosen makes but little difference. First, there is the double period plan which provides two periods of from thirty to forty-five minutes taken together, much as physics, chemistry and vocational classes meet in a recitation-laboratory session. One-half of the time is devoted to the recitation, and the other half is taken over for preparation of the advanced lesson under the immediate guidance of the teacher.

There is the divided-period plan which usually provides for sixty-minute class sessions, divided arbitrarily into two parts by a bell signal, the first half for recitation, and the second half for supervised study.

The *flexible* divided period is identical with the divided period except that an arbitrary fifty-fifty division of time is not provided. The division is left to the discretion of the teacher. This is the plan which I believe is best suited to most high schools. It tends to make teachers feel that *preparation of lessons is more important than the perfunctory recitation.*

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Other plans include the Morrison system based on the organization of material into larger units. Many schools are using this plan when the type of material is best suited to it. Students like to know ahead of time what kind of work is on the horizon and the Morrison plan, therefore, should be encouraged.

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Another solution to our difficulty depends on our ability to equip pupils with better reading abilities, so that they can more readily understand what they read. If this ability can be trained from the first grade through graduation less time will be frittered away at home and in the study halls. Too large a percentage of our boys are poor silent readers. McCall's *Experiments in Reading* or a similar work type reader ought to be a regular feature of all English departments. Instruction is badly needed in the technique of silent reading.

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Another means by which home work may be simplified is to develop skill in the art of questioning, so that students may know what instructors contend are the essentials of a given lesson. This makes it possible for a student to get to the skeleton of the lesson at once. He loses no time in undirected reading. Questions are necessary for all lessons which require much reading and interpretation, i.e., history, English, social science, and sets of them covering large units of study should be provided our students when about to commence the study of them.

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The master key to the whole problem of home work, of course, lies in the assignment. The term "assignment" has changed considerably in the last ten years. It was originally defined as "the laying out of a task and procedure for mental work." Bossing says: "The assignment applies to that part of the instructional activity devoted to the *clear recognition and acceptance by the pupil* of the unit of learning to take place, and of the processes by which this learning may be achieved most effectively." According to the same authority the assignment must have the following properties:—

1. Define clearly and concisely the task to be done.
2. Anticipate special difficulties in the advance work and suggest ways to overcome them.
3. Relate new tasks to work previously done.
4. Motivate properly the work to be done.
5. Make adequate provisions for individual differences.

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How much should a student be asked to do? The complaint is that teachers assign too much. Is this traceable to poor planning on the teacher's part, or is it due to a lack of attention to the matter of arousing the pupil's interest in the activity?

Authorities state that a teacher has neither moral nor legal right to demand impossible tasks of a pupil especially at the expense of other subjects.

It is an accepted fact that home study conditions are growing worse. Especially is this true in the large cities. Few homes can offer a quiet retreat for study. Many homes are poorly equipped electrically. Ventilation is poor, and not the least important distraction is the radio. It is the only source of entertainment for the older members of the family, and they are entitled to this recreation after a busy day's work in the mine or office.

Concentration is impossible because students are conscious of other attractions in which they would like to participate, so that the final result is not study but only something which resembles study.

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In view of the above, the assignment must be of such a nature that *most of it can be worked out during the school day.* Otherwise, it will only be done in a perfunctory manner.

I believe the matter of home work can be adjusted to the satisfaction of our students if we

1. Adopt one of the more thorough supervised study schemes.
2. Arrange work in longer units so that students have a definite idea of what is ahead of them, rather than depending on the daily assignment.
3. Continue to *teach* reading on through grade twelve.
4. Develop skill in the art of questioning students and preparing *specific* questions for students to use in the preparation of lessons in the study hall or at home.
5. Permit students to plan, purpose, think, suggest in co-operation with the teacher.
6. Secure the recognition and acceptance by the pupil of the unit of learning to take place.
7. Allow ample time for the presentation of the assignment during the class hour.

8. Co-operate with other instructors by planning assignments of such a nature that they can be worked out during the class hour and completed in the students' vacant periods in the assembly hall or home room.

Beautifying the Schoolroom

By RAYMOND W. PERRY
State Supervisor of Industrial Education
Providence, Rhode Island

Suggestions for creating an atmosphere from which the child may absorb refinement and beauty.

IF we believe in environment, we must surely agree that the school where children spend a large part of their time ought to be made as attractive as possible. Then what shall we do to make the classroom reflect this beauty?

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As a boy I can remember having the privilege of staying after school to help the teacher draw ornamental borders along the top of the blackboards to beautify the room. Designs were often cut from colored paper and draped about with questionable results. "Art" calendars and steel engravings of the "Parthenon," "Signing the Declaration of Independence," "George Washington" and "Abraham Lincoln" were some of the pictures used in an attempt to beautify. There was also a bust of Benjamin Franklin looking benignly down from his perch high up on the wall. This was a target for many paper wads. Poor Benjamin's head was literally covered with these paper protusions shot from elastic bands by young marksmen. Benjamin did not add to the beauty of the room. How much more respect we would have had for this work of art if the cast were exhibited only when we were studying the life of Franklin or upon the anniversary of his birthday.

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Certain fundamental laws of design, such as order, balance, spacing and color must be carefully thought out when designing new schoolrooms. The architect should plan to have the rooms of good proportions, with the required amount of light and the proper spacing and placing of windows. Walls should be broken up by correctly designed book and exhibition cases, blackboards, bulletin boards and lockers. The clock, bells, telephone, radio and ventilation grills must be considered in designing each room. If we add to this a light, restful color scheme, there will be little, if any, use for further decoration. A harmonious, beautifully designed room should be our objective. Here nothing should detract from the lesson which is being taught. It should be a working laboratory for the mind. One beautiful blue glass bowl with a few jonquils or cosmos, placed in a window and touched by the morning sun, is by far more inspiring than a picture of "A Fishing Village in Brittany." Pictures have a great educational value, but the study of art appreciation should be confined to a special art room or school museum. I do not believe that any great amount of good can be absorbed by placing many pictures on the walls of a classroom above the elementary grades. After a short time the pupil grows so used to them that he pays them little or no attention. The Japanese frequently change the pictures in their frames. This might be a good practice for certain schools to follow. A few well chosen pictures may fit into a decorative scheme for libraries, rest rooms and at certain places in corridors.

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Tons of plaster casts scattered about should not be tolerated in any school, only where the architect has designed a place in the entrance for a bas-relief of plaster or bronze. Heavy plaster friezes copied from old Greek temples have no place on the walls of a modern school classroom. The original friezes were beautiful for the places they were designed to occupy.

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Well meaning people and graduating classes often present a school with "works of art" which do not fulfill the purpose for which they were given. They are a perpetual problem which is oftentimes embarrassing to future generations. Every school should have a committee on decoration composed of people who know what decoration means. Sometimes it is well to have people outside the faculty of the school on this committee. No improvements, color schemes, pictures or other works of art should be approved except with the consent of this committee.

•

Many schools throughout the country are decorating classrooms with mural paintings made by the pupils. This is a very fine project for the art

classes and creates a certain amount of interest, but it is of questionable value artistically or pedagogically. Children do not paint good murals—they never will. They are a distracting element in any classroom. These pupil murals should be confined to the art room or perhaps to wall spaces in the lunch room.

In older buildings the problem of beauty is not such a simple matter. Each room is a problem in itself. I would suggest the following program for decoration.

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Study first the lighting and orientation of the room. Plan a simple and beautiful color scheme. Old woodwork looks far better if it is painted in harmony with the walls. A spot here and there might be brightened by a decorative picture or by an India print or a Japanese towel. Window boxes are sometimes successful, but generally they contain sickly begonias and consumptive geraniums. A brass bowl or colored glass container with a sprig of pine, bayberries, oak leaves or black alder is far more decorative. This bowl could be arranged each week by different pupils. Large commercial calendars should be banished. Great care should be used in the placing of flags so that they will fit into a decorative scheme.

Examples of pupils' work may be arranged on a special board in the back of the room. It gives a cluttered appearance if there is too much work scattered about the walls. A quiet, restful appearance to the room which is clean and orderly should be the objective in classroom beauty.

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Surrounded then by an atmosphere of classroom beauty we hope the child will unconsciously absorb from this environment a love for refinement and beauty which will make his life richer and the community about him more beautiful.

Glimpses of European Education

By SALIBELLE ROYSTER
Reitz High School
Evansville, Indiana

MY seatmate in a Paris sightseeing bus was a little English schoolgirl. She was about eleven years old, and her speech was flawless, with never a hint of slang. Apparently she didn't know any. This was the first time she had even left England, and I was almost the first American she had ever seen. With her mother and her grandmother she was spending a short vacation on the Continent.

"Three things I like about America," she confided in me during the course of the afternoon, "are American movies, the long school vacations, and American chewing gum."

"Ah! filthy stuff!" exclaimed her mother of the last item. "They stick it on the bedpost at night."

"But I hardly ever get to chew it," insisted little Stella; "and our vacations are only a few weeks long."

She told me about her school and her studies, which are similar to those of our pupils of her age, although we would call her school a private one. Her teachers had probably never heard of curriculum revision, for she spoke in her childish way of much memorizing, fixed assignments, and hard-and-fast requirements for promotion.

Before we parted I gave her (with her mother's consent!) a package of American chewing gum that I had brought all the way from New York; and seldom have I seen a more delighted youngster. She stood on the sidewalk in front of her hotel, and waved to me as long as the bus was in sight.

•

English school vacations are short, but the school year is on a different basis from ours. Because of the cool summers school continues throughout June and July. At Eton I was told that there are sixteen weeks of holiday during the year—five at Christmas, a month at Easter, and the remainder in August. This old and exclusive boys' school, which was founded by Henry VI, and where such men as Gladstone, Anthony Eden, and Edward VIII were once students, gives one an opportunity to study modern school life against a background of the mediaeval past. In England the "public" schools, which are really private, rate highest; and their graduates are given preference for most of the important positions. These schools are so expensive that only the children of well-to-do parents can afford to attend them. Boys are enrolled as soon as they are born, and all entries are booked at Eton until 1947. The school day starts at 7.30 in the morning—6.15 in summer—and

boys are not allowed out after 8.30 p.m. By 9.30 they must be in bed. Students wear top hats and long-tailed coats, even on the street in broad daylight. Birchings are common, and a bill of sixpence is charged for each one, itemized as school medicine!

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Thursday, not Saturday, is school holiday in Europe. In France I saw crowds of boys and other crowds of girls, all accompanied by their teachers, sightseeing in the palace of Versailles. The youngsters were perfectly quiet and obedient, but I could tell by the look in their eyes that they were more interested in the Americans than in the art and architecture of the palace.

•

An Irish schoolboy with whom I talked on the train between Dublin and Tipperary also interested me. He was probably sixteen and attended a religious school in Cork, where he studied among other things science, philosophy, geography, literature and history. Probably he belonged to a family of Irish revolutionists, for he knew the ancient Gaelic language, and was well informed about the doings of Sinn Fein. At the mention of Oliver Goldsmith and *The Deserted Village* his face lighted, and he was eager to explain to me the location of Glasson, the original of "Sweet Auburn! loveliest village of the plain." Finding that he knew much of the poem and that his Irish brogue was delightful, I encouraged him to go on quoting, joining in and prompting him when his memory failed. In my enthusiasm I must have done this once too often, for he stopped suddenly, gave me a searching glance, and inquired,

"How does it happen that *you* know our Irish poetry?"

I was prepared for this question, for all over Britain Shakespeare and Shelley and Chaucer are *our* poets, just as William the Conqueror belongs to *our* history. That Americans should know of their existence is a phenomenon.

"Oh," I answered casually, "you know we study Irish poetry in American schools."

To have admitted that I had taught it for years to students his own age would have been fatal. As it was he was unsuspicious, and we continued quoting until both of us had exhausted our repertory.

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European universities are also run on a plan different from ours. I attended the summer meeting at Cambridge, where lectures were given for three weeks on the Tudor period—the literature, history, art, architecture, social background, language, and even the music of the "spacious times of great Elizabeth" and her predecessors. There were no examinations, and no credit was granted for the work. One merely came, learned what one wished to learn, and went his way. Degrees are granted upon length of residence and examinations rather than upon credits and points. Both Cambridge and Oxford have an ancient and scholarly atmosphere which even the old-time American universities can only envy.

•

When all is told, the one big difference between European and American education is that Europe makes no attempt to educate all the children of all the people beyond the elementary grades. Under this aristocratic rather than democratic system, ordinarily only the upper classes have the advantage of secondary school and college training. The great American experiment of educating the masses is still untried across the ocean. I cannot see that their system is superior to ours, except that it may be more comprehensive and thorough and may tend to make great scholars of the few, whereas the many know little more than the three R's.

An Old Prayer for the New Year

Give me a good digestion, Lord,
And also something to digest;
Give me a healthy body, Lord,
With sense to keep it at its best.

Give me a healthy mind, Good Lord,
To keep the good and pure in sight,
Which seeing sin is not appalled
But finds a way to set it right.

Give me a mind that is not bored,
That does not whimper, whine or sigh;
Don't let me worry over much
About the fussy thing called "I."

Give me a sense of humor, Lord.
Give me the grace to see a joke,
To get some pleasure out of life
And pass it on to other folk.

—Old Prayer that has hung for many years on an outer wall of old Chester Cathedral, England.

All in the Day's Work

By EVERETT V. PERKINS
Principal, Cony High School
Augusta, Maine

Two Teacher Types

In my recent class visitations I have come to this conclusion:—

Teachers may be divided into two kinds. Of course, the two types have many traits in common, but their predominant tendencies are distinct.

One class of teachers gives attention to the errors and short-comings of students. She talks about the things that are wrong. For instance, if a boy spells *separate* with the fourth letter an "e", she tells him that he is incorrect, and reproves him for lack of study.

The other type of teacher looks for the good in pupils. She thinks and talks about the things that are right. She would tell the boy in the illustration used above that his spelling was almost perfect, but that he must always remember to make the vowel in the middle an "a."

I heard about a teacher who was noted for always seeing something good about what a pupil said in class. One time a boy's answer was so absurd that the others wondered what encouraging remark the teacher could possibly make. She called the lad by name and said pleasantly, "I'm sure that I understand what you mean."

In my opinion the teacher who sees the good in her pupils and in their work, who talks about the good and seeks to build upon it, is the one who attains real success.

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Patching It Up.

We had a fight at school yesterday, a real fight between two big boys, right in the corridor One had to go home to patch up his injuries, while the other sought first aid in the coach's room.

I had much sympathy for the boys. Their home life has been badly broken. Their fathers are dead, and they have had to work their own way as best they could. They never have learned self-control and diplomacy.

The boys were back in school this morning and the question was what to do with them. I could hardly let the matter pass without any action; if I did, there might be another outbreak.

I talked with each boy alone, and tried to get at the cause of the trouble. I found that it started in a classroom when one was slyly trying to joke the other about a subject that proved offensive.

Then I called the boys to the office together, and talked to them something like this: "You boys have been friendly along back. It is too bad you lost your heads. Boys like you, who have been unfortunate in many ways, ought to face the world together instead of fighting each other. Now I am going to leave you alone in my office while you fix things up. Don't go over again the trouble of yesterday to see which was the more to blame. Talk about how you are going to get along in the future. When you are ready to forget your difficulties and be good friends you may open the door." I indicated the one who should begin the conversation.

In about ten minutes the boys came out all smiles, shook hands, and went together to the class where the trouble started yesterday.

WINSTON FLASHES

HAPPY NEW YEAR! The present Gregorian calendar, named after Pope Gregory XIII, was adopted in England and the U. S. in 1752. Although more accurate than previous calendars, it is still not perfect, as solar years cannot be divided evenly into months and days.

"BEST dictionary I ever saw" is the comment of thousands of teachers, principals, parents, and boys and girls who are actually using the new WINSTON SIMPLIFIED DICTIONARY FOR SCHOOLS. "Best" can hardly be improved, but our new workbook, USING THE DICTIONARY, will teach your pupils to use this or any other dictionary to better advantage. Write us if you are interested—a sample workbook will be sent *free* upon request.

THE Chinese have always believed that spectacles added a dignified appearance to a person and millions have worn them for centuries for this one purpose. The wearing of glasses was a Chinese custom 2,000 years before the discovery of optical science.

WINSTON representatives from every state in the United States are convening in Philadelphia (January 4-10), where they will hear such Winston authors as J. Russell Smith, of Columbia, and John Guy Fowlkes, of Wisconsin, discuss their books; specialists in reading and other subjects will demonstrate methods; men and management will bring up *your* problems; trips will be made through the Winston manufactory especially to see the exclusive Winston methods of binding books. They and *you*, we hope, will profit by this assembly.

SIXTEEN books by the famous Maud and Miska Petersham are now offered to you at a special price. The sixteen titles, including four just published, are: THE STORY BOOKS OF CORN, SUGAR, RICE, WHEAT, WHEELS, SHIPS, TRAINS, AIRCRAFT, GOLD, IRON AND STEEL, COAL, OIL, HOUSES, CLOTHES, FOOD, TRANSPORTATION. List Price, $8.32—Special Net Price, which includes an attractive wooden bookcase, only $5.75.

ONE of the longest words ever used was the Aztec word for letter postage—*amatlocuilolitquitcatlaxtlahuilli*, meaning "the payment received for carrying a paper on which something is written."

THREE new items in Kirk, Odell, and Street's BOOKKEEPING FOR IMMEDIATE USE: Supplementary Practice Sets for optional use with Book I; Brief Course, a text for secretarial majors; and text, Book II. Workbooks and tests to accompany Book II now in preparation.

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QUERY—

I have an eighth grade boy who finds it impossible to retain the fundamental facts in arithmetic. I realize that he will never retain these facts until he acquires the will power. I believe that he realizes the need and yet will not exert himself to conquer them. According to a test his I. Q. is 82; nevertheless he reads well and is able to take an active part in a conversation. . . . . .

In 1934, when a fifth grade pupil, he was given The Modern School Achievement Tests. The results are as follows:—

	Yrs.	Mths.
Chronological Age	12	3
Mental Age	9	7
Reading Comprehension	5	4
Arithmetic Computation	2	7
Arithmetic Reasoning	2	7

Reading Accuracy: 89 per cent.

A. C. S.

Comment—

You have given me a splendid picture of your eighth grade boy. Since his chronological age was twelve years three months in 1934, I am assuming that he is now fourteen years three months old, with a mental age of eleven years eight months, as indicated by the I. Q. of 82, which can be usually considered constant. If the entrance age to grade one in your schools is six years then E. is over-age now chronologically for grade eight, but under-age mentally for that grade. When he was given The Modern School Achievement Tests in 1934 in grade five his performance in those tests should have been on grade seven level, according to his chronological age. Mentally, however, he was only ready for grade four, and his achievement median confirms this deduction. Undoubtedly he should have been retarded in grade four. Thus he would now be properly placed in grade six, which would coincide with his present mental age of eleven years eight months.

I feel, however, that E. is of low normal mentality, and should be placed in a special class or, failing this, in a mechanic arts class where his limited abilities will be recognized. The work in grade eight is of too complex a nature for E, and is bringing on a personality difficulty. His selection as captain of the basket ball team was a fortunate one, for it will give him an opportunity to gain those satisfactions which he craves in his school associations. E.'s mother should be led to recognize his inability to succeed in school work above the level of grade eight. She must also take a more sympathetic attitude toward him, understand his defences, and aid him in his adjustment toward the older members in the family group.

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QUERY—

Would it be possible for you to give me the names of standardized tests which will meet our needs with practical suggestions for aid in remedial work for grades one through six. I shall appreciate receiving this information.

A. M.

Comment—

I am always glad to give a maximum of help in formulating any testing program. For obvious reasons I cannot name in this department the different tests which I consider particularly helpful in initiating this work. I welcome, however, requests of this sort as well as the individual problem cases, and I will send a detailed answer by mail in every instance.

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QUERY—

A large oversized boy, seven years and four months of age, in my third grade is giving me some concern. Albert is exceedingly timid, has no self-reliance, and is immature and babyish. He is very dependent on his mother for direction in all his activities and is indulged by her to the point of self-sacrifice. His work is only average, but with his superior mental ability I feel that it could be greatly improved if his lack of force and independence could be overcome. Can you suggest some way of accomplishing this?

O. L. N.

Comment—

Albert is doubtless subjected in his home to the "spoiling" process, which has continued a state of infantile dependence at an age when he should be developing into a self-directing individual. His desire to be babied indicates a mother-fixation. You should discuss the whole situation with his mother, and she should be cautioned that her indulgence and devotion are interfering with her son's school progress, and if persisted in will ultimately cause a personality maladjustment. Albert must be given responsibilities in the school as well, and encouraged to direct his own activities and occupations. If you can do all this tactfully Albert's emotional distress will be overcome, and a complete adjustment will result.

The News Digest
OF EDUCATION

Five-Year Plan

Brookline High Considers New Course

BROOKLINE, Mass.—Of Brookline high school's 538 seniors supposed to have left the school last June, 207 graduated after four years' study, 151 after five years, and 180 didn't graduate at all. A five-year-course study plan is now being considered and Ernest R. Caverly, superintendent of schools, in a report to the school committee on the present situation, declared that nearly 50 per cent of the students who attended the school for four years and more than 10 per cent of those attending five years or more failed to graduate. In defending the high school, Superintendent Caverly said that in the past years the number of students fulfilling their requirements in the four-year period had increased by 20 per cent. He also declared that of the 151 who graduated after an extra year of study, thirty-nine came to Brookline High from schools in other communities. "The length of time required for a student to complete the course is decidedly less important than the quality of the work done," said Superintendent Caverly.

Movie-Makers

Grade Pupils Produce Historical Picture

PROVIDENCE, R. I.—A six-reel film showing the early history of Rhode Island has been made by pupils of the Laurel Hill Avenue Platoon School here. The youngsters went through all the Hollywood motions. They did the research, wrote the scenario, built the scenery and planned, posed, and made the shots. Funds for the project were supplied by the State chapter of the National Society of Colonial Dames.

Co-operative Home

Girl Students' Living Costs at $15 a Month

ST. LOUIS, Mo. — Seventeen girl students at the University of Missouri have joined in a home economics co-operative house movement—the first of its kind on the Missouri campus. The house is sponsored by Miss Mable V. Campbell, chairman of the Home Economics Department of the University, with the aim of permitting girls who could not otherwise afford to go to school to attend the university. Each student pays only $15 a month and is provided with room and all meals, except Sunday night supper. The fundamental point in the plan is that the girls do all of the work except take care of the furnace and the yard and do the heavy laundry. The house operates on a six-weeks' basis under the direction of four committees. All except four of the girl students hold N. Y. A. or other outside jobs.

New Inter-American Education Expected to Feature Exchanges

BUENOS AIRES, Arg.—Out of the Buenos Aires Peace Conference, a definite program for student and teacher exchange is likely to come. The United States government may do its part and the idea prevails that the Latin-American republics will do theirs.

Ideas for an exchange of students and teachers have been written into Pan-American programs for more than a decade. Their appearance seems to have been the one cultural touch thought necessary for inter-American gatherings. Not much has resulted, although the suggestions have been gravely discussed and governments have proclaimed them worth while.

Today, motivated by what appears to be the lead of the United States Department of State, students and professors are being considered as something more than "cultural dressings." Sumner Welles, assistant Secretary of State, declared, before his departure to Buenos Aires, that the United States government was ready to finance the expenses of two Latin-American students from each of the twenty countries, if these students chose to come north and enroll in American universities.

As to the university or universities where students would matriculate, the selections would be left to a committee at Washington.

Check Marks

Men Give Pupils Lower Grades

MANITOWOC, Wis. — Schoolma'ams give higher grades than schoolmasters. At least that was the conclusion of Superintendent Hugh S. Bonar, of the Manitowoc schools, after surveying scholastic records here. Girls were found to get higher grades than boys because "they take their work more seriously and complete their assignments with more diligence." "Women teachers have a decided tendency to be more lenient with grades than men teachers," Bonar said. He found that in one elementary school a woman teacher gave 20 per cent "A" grades, compared to 10 per cent for men teachers. The highest grades were awarded by seven women teachers and 24 per cent of those grades were "A's" the survey revealed. "A's" were given 1,019 girls and only 649 boys.

World Problems

Students Meet For Study and Discussion

WORCESTER, Mass. — Students from approximately twenty New England colleges, organized under the auspices of the Carnegie Endowment for International Peace, for study and discussion of international problems, met recently at Clark University. The meeting was known as the New England International Relations Clubs Conference. Officials of the university welcomed the delegates prior to a meeting for the discussion of club work and policies.

Hitch-Hikers Caught

"Ride-Thumbers" Given Safety Talk

RALEIGH, N. C. — Charged with thumbing rides in the street, the Raleigh College students were free of $15.10 and required to give safety talks in chapel. It so happened that they "thumbed" the chief of police, who "took them for a ride," not to the college, but to the police station. The chief did not press the charges. He preferred safety talks—said they would do more good all round.

Arts First in New Education; Official Sees Shift in Values

CHICAGO.——Dudley Drafts Watson, of the Chicago Art Institute staff, believes that "the five major arts-architecture, sculpture, painting, music, and poetry"—should be, and in time will be, the principal studies in all American educational systems.

"It is inevitable," Mr. Watson asserted in an interview. "Of what value," he asked, "is a person today, to himself or to society, unless he has something within himself to contribute? No longer is a man who grinds corn or prepares meat of any deep and abiding value. Machines do that work now."

Overnight, he cited, thousands of men, replaced by mechanisms, were obliged to find new jobs. "That is all part of progress," he said, "and the way it should be."

"The jobs of the future have got to be dictated by the talents of the individual," he continued. "Nine of every ten children have well defined talent for one or more of the arts, and inasmuch as the very success of industry today depends upon the art in the production as fully as upon the usefulness of the product, these latent talents in the rising generation are the secret to their success and happiness.

"We will need 10,000 artists right away to create costumes and color backgrounds for the new movies. We will need hordes of craftsmen to handle the details of the new television. We want more composers of music than the world can now supply, because with the universal broadcast of music tunes become 'old hat' within two weeks.

"The demand for art in everything is logical and economical, and is a complete outlet for human occupation. When everything that a race needs is supplied by mechanical slavery the race is emancipated to develop the talents that all human beings are born with."

Defy Governor

Pittsburgh University Refuses Trustee Change

PITTSBURGH.—John G. Bowman, chancellor of the University of Pittsburgh, has served notice on Governor George H. Earle, Jr., that he will risk losing the University's $1,188,000 state appropriation rather than alter its traditional policy of a self-perpetuating board of trustees. Dr. Bowman's stand was stated in his biennial report to university trustees who were scheduled to hold their final meeting later that week before the next session of the Legislature, which is expected to act on the appropriation bill in the light of the Governor's demand that the University permit fifteen of its thirty-three trustees to be elected by the alumni. Governor Earle at that time warned that unless his demand was met no appropriation would be forthcoming.

Language Recruits

Short Wave Radio Stimulates Interest

BOSTON.—Short-wave radio, sending its messages around the world, is inspiring new recruits for education. Particularly it is creating hosts of new students of foreign languages among listeners eager to understand broadcasts from other countries. This is the conclusion of Walter S. Lemmon from his two-year experience as president of the World-Wide Broadcasting Foundation, which operates the Boston short-wave radio station W1XAL, wholly devoted to educational programs. He has found a growing audience in Europe and America for radio courses not only in languages but in literature, art, music, science, and world affairs, broadcast entirely without the aid of advertising. Professors at Harvard and Boston Universities and at Tufts College are on the station's advisory committee, and its academic programs are prepared in co-operation with the Boston Centre for adult education. The station now claims more than 500,000 listeners.

Seek Knowledge

Students Demand Marriage Course

MIDDLETOWN, Conn. — Students at Wesleyan College are agitating for a course in marriage, to be given for credit as a regular part of the curriculum. Such a course, they hold, is as essential in a man's college as in a woman's or a co-educational college. The movement started after record-breaking student attendance at a two-day campus parley on marriage, addressed by well-known outside speakers. "What obviously is needed," declared an editorial in the student paper, the Wesleyan Argus, "is what Dr. Sidney Goldstein has urged and what Dr. Ralph Harlow already has in operation at Smith College—a course in marriage and home life open to every undergraduate, a regular part of the curriculum to be treated as any other course. Such a course is a necessity and might count as part of the science requirement in generalization work."

Improvement Noted

Educational Advance In England Widespread

SHEFFIELD, Eng. — An immense improvement in public education in the United Kingdom has taken place in the last quarter of a century, Professor R. H. Tawney said in his presidential address at the annual conference recently of the Workers Educational Association. "Apart from the great mass of other evidence," he added, "it can be seen where one would most wish to see it, in the faces and bearing of the children themselves. It remains true, however, that the broad lines of our educational system were drawn in an age when social stratification, tempered by a competitive struggle, was widely accepted as an adequate philosophy."

Benefits Cited

Smaller Colleges Give Closer Touch

BOSTON.—Undergraduates in small colleges attain social maturity more rapidly than students in large universities, Dr. Tyler Dennett, president of Williams College, told 230 Phillips Exeter Academy alumni at the annual dinner of the New England Alumni Association. As advantages of the smaller colleges, Dr. Dennett listed group homogeneity, opportunity for experimentation and greater personal contact between students and instructors.

Teach Politicians

School for Candidates To Legislature Is Urged

NEW YORK.—Assemblyman Albert D. Schanzer, of Brooklyn, has announced that he would introduce a bill to establish a school for prospective legislators. This school would have a prescribed course and examinations, and political parties would be expected but not required to pick their legislative candidates from its graduates. Mr. Schanzer, who has been in the Assembly eight years, said he had felt the need for such training during his early years of service. "It is a tradition in legislative bodies that first-year members should say little and observe much," he said. "Valuable time is lost. Some men see only one year of service and it is regrettable that their constituents during that period should be compelled merely to be represented by a close observer."

Parley Ends

Educational Broadcast Problems Discussed

WASHINGTON.—With a final exchange of views, but no conclusions concerning the problems presented, the delegates to the First National Conference on Educational Broadcasting adjourned a three-day session held in co-operation with the Federal Communications Commission and the Federal Office of Education. The only resolution adopted was one reported from a meeting of representatives of the eighteen sponsoring organizations, in which it was agreed to leave to a committee the decision whether and when to call another conference. This initial conference, Dr. George F. Zook, president of the American Council on Education, said in adjourning it, had met not to formulate resolutions but to correlate and somewhat clarify the information and opinions brought to it by the delegates from all parts of the country. The work of the delegates will be continued in the light of the discussions held here, he added, in co-operation with the existing committees of the FCC and the Bureau of Education.

Plans Changed

School Sale Held To Be Inadvisable

EVERETT, Mass. — Sale of the Devens School, near Everett square, as a site for the new United States Post-office, was prevented recently when the School Board adopted a report of a subcommittee that such a sale was "inadvisable." Committeeman Gustav F. Bruen reported that the maximum price which the Government would give for the Devens property would be $40,000, and this would not be enough for the city to secure land and erect a new structure. The School Board, by a 7-2 vote, permitted the dispatch of the Everett High football team on an educational trip during the Christmas vacation season, expenses of which were paid by the Stadium Commission out of gate receipts.

Bewhiskered

Maine Beards Grow During Woods Study

PRINCETON, Me.—Rugged life in Maine's big woods, with an incidental beard-growing contest as a test of virility, kept twenty-four University of Maine seniors busy on 1,700 acres of forest land here. Aside from applying textbooks and classroom theory to actual conditions, the students engage in an unofficial contest for heaviest beard honors. The adornment is always worn back to the campus after the nine-weeks' course for the edification of admiring girl students. More serious work includes surveying, re-running of old property lines, preparing topographical maps, determining timber to be cut in given areas, rate of growth and preparation of reports and recommendations for control measures against forest diseases and pests. Students pay their board on a co-operative basis, sharing actual food costs plus wages of two cooks.

Economy Request

Research Bureau Wants School Cuts

BOSTON.—Abolition of the Boston Teachers' College, establishment of a pay-as-you-go plan for school construction and reduction of the school department's payroll are advocated by the Boston Municipal Research Bureau as a result of a study made under chairmanship of A. Lawrence Lowell, president emeritus of Harvard University. The bureau finds that Boston's total school enrollment declined by 4,697 pupils during the years 1934, 1935, and 1936, and that the decline in elementary school membership over the past decade has been 11,121 pupils. They ask that the school department take a budget cut of $1,240,000 for 1937, holding the budget to $16,000,000, and that an immediate no-hiring policy be adopted. Maurice J. Tobin, member of the Boston school committee, stated that the only means by which a cut of $1,240,000 could be made in the 1937 school budget would be to discharge 10 per cent of the present personnel or reduce salaries 10 per cent. With the tendency in all lines of endeavor to increase salaries, such a move would be contrary to general policy and under no circumstances would be considered.

Classroom Changes

Would Group Pupils On Learning Capacity

BOSTON.—A plea for the recognition by educators of the differences of learning capacities of students, and the regrouping of pupils so that their educational potentialities may be most fully realized, was made by Dr. John L. Tildsley, assistant superintendent of the New York schools. Dr. Tildsley was the principal speaker at the banquet of the fifty-first annual meeting of the New England Association of Colleges and Secondary Schools. Dr. Tildsley declared that there has been a great deterioration in the quality and quantity of education in American high schools due largely to the tremendous growth in the high school population.

Officers First

Three Presidents Then Students Came

AMHERST, Mass. — Professor Frank Prentice Rand, author of the college history, has pointed out that Massachusetts State College had three presidents before it had a student. Chartered in 1863, the college was administered from 1864 to 1866 by its first president, Henry Flagg French. Paul A. Chadbourne then took office, only to be succeeded a year later by Colonel William S. Clark. The first students were admitted in the fall of 1867 and were graduated in 1871, eight years after the college was founded.

WPA Enrollments Exceed Those Of All Universities in Nation

WASHINGTON. — The enrollment in the Works Progress Administration educational system, totaling 1,324,144 persons who require 34,440 teachers, is larger than the enrollment of all colleges and universities in the country, said Harry L. Hopkins, in making public a survey of the WPA educational program.

Through October, the administrator disclosed, about 580,000 men and women had been taught to read and write, yet illiteracy in the United States had been reduced only about 12 per cent, and the problem remained one of "vast proportions." In October there were 189,375 persons enrolled in literacy classes.

Despite the high enrollment, Mr. Hopkins said, "the Federal Government has intentionally sought to avoid a separate system of education.

"Federal authorities have consistently recognized that education is primarily a function of State and local school officials," he added, "and in practically every State the Works Progress educational program has been sponsored by a State Department of Education.

"State and local public school officials have decided what types of education were needed in their communities. They have supervised the work of the teachers. Most classes have been held in public school buildings. The wisdom of such a policy is shown by the fact that already some of the more successful adult classes and nursery schools have been incorporated into the permanent local educational structure."

Junior Colleges

Two-Year Course Fills Definite Need

ATLANTIC CITY, N. J.—Out of seven freshmen in the average American college only two graduate, Dr. Robert J. Trevorrow, president of the Centenary Collegiate College, Hackettstown, N. J., told educators gathered here at the convention of the Middle States Association of Colleges and Secondary Schools. Dr. Trevorrow cited the figure in support of the two-year junior college. He declared that this winnowing was not because they were bad students or dumb, but because the great majority were intellectually satisfied after two years. "It is better to have a two-year junior college course from which they can graduate and go home proudly," he said, "than have them leave school in the middle of a four-year course."

Program Change

To Study Meaning Of Adult Education

NEW YORK.—Shifting of emphasis in the adult education program of the Carnegie Corporation from experimental and demonstrational projects to studies of the social significance of adult education has been announced by Frederick P. Keppel, president of the corporation. His statement followed approval by the corporation's trustees of grants and commitments in that field amounting to $625,000. The adult education program of the Carnegie Corporation, administered for a decade through the American Association for Adult Education, a related organization, will continue to be centred in the association, Mr. Keppel said.

Continental Touch

Study Abroad Put In Potsdam Course

POTSDAM, N. Y.—A noteworthy step in the training of music teachers is being taken in the Crane Department of Music at the State Normal School here. For the first time in the history of teacher training in the United States, a normal school is offering a semester's work in the various centres of Europe. With the sanction of the State Education Department a six-month study tour is being offered to music students with school credit for a regular semester's work. Nineteen students are now visiting Germany, France, and the British Isles on the first study tour in charge of Miss Helen M. Hosmer.

Politics Ruled Out of Control By School Board in New York

NEW YORK.—The Board of Education is striving to raise the morale of the public school system by eliminating politics from the appointment and advancement of teachers, by not persecuting teachers for their beliefs and by encouraging them to think independently, James Marshall, member of the board, declared recently.

"The present board has decided that it will not dictate any promotions," Mr. Marshall said. "We think the Board of Superintendents should be left free to use its best pedagogic judgment. We retain our power to veto any bad selection that might be made, but we will not insist on the appointment of any person.

"And no teacher is required to have a letter from a district leader or from City Hall for an appointment or promotion. There will be no prosecution or persecution of any teacher for his beliefs. No teacher will be transferred to a distant point as discipline.

"We welcome teacher discussion and advice and have consulted with teacher organizations. We want to encourage teachers to think for themselves and to try new methods.

"We believe this policy will give teachers a new sense of security. We believe this will be better for the teachers and for the school and will result in better students."

Sea-Going Host

Pupils Entertained On "Adopted" Ship

LONDON. — Eighteen schoolboys and schoolgirls were the guests of the captain and crew of the Cape St. Vincent, 5,000-ton merchant vessel which recently returned from a four-year trip in foreign waters. This was the ship which they had "adopted" under the National Ship Adoption Society. For the last six months the captain and the children have been carrying on a correspondence. The children were shown how a ship is constructed and navigated and told about life at sea. They were served with food cooked on board, and were waited on by the sailors. The National Ship Adoption Society has organized contacts with ships for nearly 300 schools in Great Britain.

On Its Own

Lawrence College Ends Tie to Vassar

BRONXVILLE, N. Y.—Dr. Henry Noble MacCracken, president of Vassar College, retired recently as chairman of the board of trustees of Sarah Lawrence College, thus ending the official tie that has bound the two institutions since Sarah Lawrence received its provisional charter ten years ago. The trustees elected Elliot Dunlap Smith, master of Saybrook College, Yale University, as chairman to succeed Dr. MacCracken.

McGuffey Memorial

Governor's Veto Delays Completing Plans

OXFORD, O.—Plans for a memorial to Dr. William Holmes McGuffey, author of the famous eclectic readers and professor at Miami University from 1826 to 1836, are delayed by Governor Martin L. Davey's veto of $5,000 recently appropriated by the Legislature.

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Case Histories Show Only Child Most Likely to Finish School

BOSTON.—A girl who is the oldest child in the family, or who is an only child, stands the best chance of being a high school graduate. If she is of average age or younger at the time of her graduation from junior high school, it also helps her chances of completing her senior high school work. These are some of the facts discovered by Mary H. Tripp, of New Bedford, in research which she undertook last year in a typical Massachusetts industrial city as part of her work in Boston University's graduate school. Miss Tripp studied a group of girls who graduated from the same junior high school and followed their progress through senior high and one year of work.

"Of the seventy-five girls I studied, only fifty-eight went on to senior high school," she said. "Of these girls, thirty-two graduated on time and six were retarded one semester. Most of the withdrawing occurs around the sixteenth birthday, either at the time of graduation from junior high or during the first semester of senior high school."

Miss Tripp found that after graduation the senior high school graduates remained for a long period of time in their original positions, while the withdrawals experienced irregular employment. Many of them were employed in industry and at housework, while the graduates found employment in mercantile pursuits.

Rhodes Scholars

Pick Thirty-two From 600 Candidates

SWARTHMORE, Pa. — Candidates for Rhodes Scholarships for study at the University of Oxford, set up by the will of Cecil Rhodes, South African pioneer, were nominated the middle of December in every State. More than 600 applicants had fulfilled the preliminary requirements and appeared before State committees. Thirty-two scholars were elected on December 21. The country is divided for the purpose into eight districts of six States each; each State nominates two candidates and these twelve appear before a district committee for final selection of four. The district meetings were held in Boston, Philadelphia, Atlanta, New Orleans, Chicago, Des Moines, San Francisco, and Spokane.

Vote of Confidence

Freedom of Teaching Urged by Clergymen

PHILADELPHIA. — The best way to prevent the development of revolutionary movements is to assure freedom of teaching and learning, the Committee of One Hundred — an organization of Philadelphia Protestant and Jewish clergymen—declared in a statement just issued. Regarded as a reply to recently discredited charges of communistic teaching in the city's schools, the statement asserted that in education planned to foster free government it is of paramount importance that truth should be put foremost. "Without freedom of teaching and learning," it said, "education is degraded to the level of mere propaganda and loses its force as a creative molder of life. To those who would reduce our teachers to the level of hired servants and muzzle them in the interests of misguided patriotism, we would respectfully point out that revolutionary movements can thrive only in the bitter soil of depression, tyranny, and injustice; while the free exercise of our rights and privileges as citizens is the only true safeguard of our common welfare."

Convention

Exceptional Children Council Meets at Cleveland

CLEVELAND, O.—Fifteenth annual convention of the International Council for Exceptional Children will be held at Cincinnati, Ohio, February 18, 19, and 20, 1937, according to an announcement from Garry C. Myers, who heads the department of parent education, Cleveland College, Western Reserve University, and chairman of the Council's publicity committee. Harry J. Baker, Ph.D., of Detroit, president of the Council, will direct the convention. Other officers include Edward H. Stullken, of Chicago, Ill., vice-president; L. W. Keeler, Ph.D., of Ann Arbor, Mich., secretary; and Robert H. Haskell, M.D., of Northville, Mich., treasurer.

Income Up

Universities Now Financially Fatter

WASHINGTON. — The coffers of more than 300 colleges and universities are financially fatter this year than during the fiscal year of 1933-34, according to reports from these various institutions to the Office of Education. An office of education circular, "College Receipts and Expenditures, 1935-36," prepared by Henry G. Badger and Dr. Frederick J. Kelly, reveals that "increases have ranged from 2.9 per cent in expenditures of 122 privately-controlled universities, colleges and professional schools attended by white persons, to 26.2 per cent in receipts of two Negro teachers colleges and normal schools. The average increase for all institutions reporting are 12.6 per cent receipts, including those for capital outlay, and 5.8 per cent in expenditures for instructional and general purposes only." The report of college and university financing shows that receipts in 296 institutions of higher learning increased from $111,360,054 in 1933-34 to $125,428,401 in 1935-36. Expenditures also increased from $102,381,557 for 1933-34 to $108,330,656 for 1935-36.

Sudden Interest

Run on English Histories Clears Out Detroit Shop

DETROIT, Mich. — Public interest over Edward VIII's abdication blew the dust off many a forgotten volume of English history buried on the shelves of Edward T. Meehan's second-hand book store, and buyers took them all away. His patrons' attitude amused Meehan. "Funny—but they'd never say why they wanted an English history," he said. "They'd come in and just say something like 'I've always been interested in English history, don't you know? What have you about kings and abdications and so on?' Bright, snappy, intelligent people they were, too." He was confident that all other book merchants here had the same experience.

To See Wonders

Rural School Pupils To Visit Movie Show

GREENVILLE, S. C.—Rural school supervisor George D. Brown discovered twenty-two pupils of Glassy Mountain High School, up in the mountains, had never been in a barbership, seen a movie, or heard a radio. So nine local schools have invited the twenty-two to come to town for free haircuts, a turkey dinner, and a movie-radio party.

Arnold Honored

Heads County School Men's Association

PASSAIC, N. J. — Superintendent Arthur D. Arnold has been honored by election to the presidency of the Passaic County School Men's Association at a dinner meeting held recently. To serve with him were chosen L. Claxton, of Clifton, and L. R. Johnson, of Hawthorne, as vice-presidents; C. E. A. Walton, of Little Falls, as treasurer; and J. A. Oakley, of Paterson, as secretary.

University Brides Fill Jobs So Husbands Can Get Degrees

IOWA CITY, Ia.—Many a University of Iowa bride is clerking, nursing, or serving beef so her husband can become a doctor, lawyer, merchant, or chief.

There are more than 300 married couples at the university. They have been increasing steadily in the last few years—even during the depression—because university officials do not discourage student marriages.

Both Women's Dean Adelaide Burge and Men's Dean Robert E. Rienow have found that marriage is a "settling influence on students," and that while "financial problems sometimes cause them a lot of worry, they usually find a way to solve them because they've got a goal to work for."

A few of the university's married students have parental help and in some cases both husband and wife are attending school. But the majority of young couples who decide to work and live together instead of wait and live apart are making their own way, usually the wife making most of it.

While her husband has to go to school and can work only part time, if he can find a part-time job, the wife can give a full day's time to her employer.

Name Hall

Father and Son Honored in Oregon

EUGENE, Ore.—The Oregon State board of higher education recently named the administration building of the Oregon Normal School, Campbell Hall, in honor of two former presidents, T. F. Campbell and Prince L. Campbell, father and son. The first Mr. Campbell was president of the school from 1869 to 1882; the second from 1889 to 1902 before he later became president of the University of Oregon.

Doors Nailed

Locks Needed To Open School

PROVIDENCE, R. I. — Locks usually keep people out of buildings, but lack of locks is keeping them out of North Smithfield's new PWA grammar school. The school is finished. But the locks have not arrived and so it cannot be turned over to the townsfolk. Federal engineers promise an O. K. when the doors don't have to be nailed up.

Time Shortened

Three and Half Years Set for College Course

COLLEGEVILLE, Pa.—Graduation from Ursinus College in three and one-half years will be possible for a limited group of young men and women who consistently exhibit superior ability under a new plan for February admissions approved by the board of directors of the college. The plan will become effective next February. Candidates for admission at that time will be selected from next January graduates of approved preparatory and high schools who stand in the highest fifth of their classes. The number admitted will be limited to twenty-five. Students seeking to earn the privilege of graduation in the shorter period will be required to maintain throughout their college course an average of B in any given year and may at no time have a grade lower than C in any one course.

Latest Fad

High School Boys Raise Moustaches

KINGSTON, R. I.—Moustaches — not the kind father sported but the streamlined close-clipped style — have taken a firm hold at North Kingston High School. Several students admittedly seeking greater favor with the gentle sex have grown them so successfully, they say, that the less mature are envious. A poll of the girl students is planned to get their reaction.

Forman Chosen

Heads State Division Of Junior High Schools

MORGANTOWN, W. Va. — Principal William O. Forman was chosen head of the Junior High School Division of the State Education Association in the session of the group in Huntington recently. He will preside over the section next year when the association meets in Clarksburg. Robert Clark, assistant county superintendent of Monongalia County, was named president of the State Education Association.

Frank Under Fire

Public Hearings Scheduled on Charges

MADISON, Wis.—Debate on efforts to remove Dr. Glenn Frank from the presidency of the University of Wisconsin ended recently in a decision to hold a public hearing on the charges against him. The board of regents voted 9 to 6 to consider the case at an unspecified date in the near future. Undergraduates crowded into the room applauded Dr. Frank when he declared he would not resign. They jeered Chairman Harold M. Wilkie, leader of the regents appointed by Governor Philip F. LaFollette, when he asserted he would ask for Dr. Frank's retirement at the expiration of his contract next June. Reasons given by Mr. Wilkie why he feels he cannot vote for Dr. Frank's reappointment include that the latter "lacks qualities of either business or educational administrator; he has lost the confidence of those with whom he must deal; he has failed to devote sufficient time and attention to university affairs." Dr. Frank told the regents the charges dealt with "types of criticism that can be heard on the campus of every major university of the country."

Valuable Data

New Hampshire U. Gets Amoskeag Records

DURHAM, N. H. — Material for social and economic studies adequate to satisfy research students for years became the property of the Hamilton Smith Library of the University of New Hampshire recently by gift of the bankruptcy trustees of the defunct Amoskeag Manufacturing Company. They donated the complete employment, production, cost and labor records of the firm which for many years was the largest manufacturing textile organization in the world. The gift, which includes complete operating records covering many years and more than 70,000 employees, was enhanced by the contribution of the files and cabinets for housing the material.

History on Air

Current Events With Background

PHILADELPHIA.—A new series of broadcasts of history is being undertaken by the Columbia Broadcasting System. This will take the form of talks on the historical background of current events. The point of departure for each talk will be some matter of current interest which at the moment occupies the headlines. The American Historical Association will be responsible for the history in the broadcasts. Professional historians will provide the facts regarding past events, events that have had a part in the development which finds its contemporary expression in the news item selected. Detailed announcements regarding time and radio stations will appear in the radio columns of the local daily press.

Book Reviews

Algebra as Implement

PRACTICAL ALGEBRA. Introductory Course. By Clifford Brewster Upton, Teachers College, Columbia University. New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

Algebra loses its air of remoteness in the treatment here accorded the subject. The formula, the equation, and the graph are shown to be exceedingly valuable tools for the working out of many of the otherwise difficult problems met by man in his everyday efforts to discover and accomplish things.

This is the algebra of an industrial age and people. Its fascinating end papers and numerous pictures indicate this fact, as do the problems and the described situations that accompany or precede them.

The subject of algebra is built up substantially in the mind of the young student. Drills in fundamental operations are not sidetracked because of the aim to make the subject serve as a key to desirable solutions.

Out of the ordinary is the page by page procedure—each page a unit in itself, with suitable heading of its own and definite steps to be taken in the upward climb toward mastery of all that first year algebra usually includes.

As in most modern texts in introductory algebra, the simpler trigonometric functions are requisitioned as important implements for the solving of certain types of problems.

This should prove a highly serviceable and popular textbook for pupils beginning the study of algebra.

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Lands and Peoples

THE GROWTH OF NATIONS. By Wallace W. Atwood and Helen Goss Thomas. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This text for the use of boys and girls who have already encountered the basic facts and principles of geography in the elementary grades and are now ready for a fresh approach to the study, turns the thoughts of the learner to the consideration of population trends and the results of such trends as seen in the rise and continuance of various nations.

Commencing with a comprehensive general study of the historic background of the nations as they exist today, "The Growth of Nations" continues with the geography of the United States, handled from the same viewpoint of successive migrations across new frontiers. The remainder of the book treats of the most important of the world powers and of smaller nations under their respective groupings. Thus there is no attempt to study minute details of every one of the sixty or more nations, but rather a very successful endeavor to teach the larger and more significant aspects of national developments and the manner in which one nation becomes related with another.

Such an understanding of the problems confronting the various nations of the world as this text provides, should go far toward the cultivation of good feeling and a will to peace.

The volume is attractively gotten up and amply supplied with excellent maps and helpful illustrations.

The text is written in clear, interesting style. Previews, questions, problems, and other teaching aids are abundant.

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Popular Dictionary Revised

WEBSTER'S COLLEGIATE DICTIONARY. Fifth Edition. Springfield, Mass.: G. & C. Merriam Company.

Publication of a completely new edition of "Webster's Collegiate Dictionary" is a signal event. This newest volume in the famous Merriam Webster succession represents the fifth revision of the popular "Collegiate"—every one of the five having outdone its predecessor. Edited by the same distinguished and able group that produced the "New International Dictionary," Second Edition, this lexicon contains an enlarged vocabulary of 110,000 words together with 1,800 illustrations. Its 1,300 pages offer scholarly definitions, clearly marked pronunciations, derivations, synonyms and antonyms—a veritable treasury of word lore. Yet the physical size of the work has been kept down to a point which permits easy consultation on desk or lap and—when not in use—storage in the top drawer at one's elbow.

This Fifth Edition includes many words that are newcomers to the language, as all new dictionaries must that are faithful to their responsibilities in an age of expanding thought, invention, and discovery. A marvelous amount of thoroughly reliable information about our language is brought within easy reach of students, executives, and intelligent folk in general, through this up-to-date and comprehensive as well as comprehensible volume.

Reshaping the Curriculum

PRINCIPLES AND TECHNIQUES OF CURRICULUM MAKING. By Edgar Marion Draper, Ph. D., The University of Washington, Seattle. New York and London: D. Appleton-Century Company, Inc.

In the compass of a single volume of 875 pages, Dr. Draper has assembled all the essential facts and principles for the task of curriculum rebuilding which now confronts so many educational leaders.

Much attention is paid in this book to the determining of proper objectives, not only for the courses of study as a whole but for each field and subject. Nor is the discussion confined to any particular age level. Rather has the author deemed it important to treat the curriculum as both horizontal and vertical.

Dr. Draper neither ignores nor does he accept with full credulity the conclusions of the progressive group.

The curriculum in all its bearings—especially upon the life of the community and the real needs of the pupils in this modern age—is the theme of this admirably organized and ably executed manual. Practicability of study programs from an administrative standpoint is amply taken into account in what is, on the whole, one of the most useful-appearing books we have seen on this vast and complex subject of curriculum revision.

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Light on Liquor

YOUTH STUDIES ALCOHOL. By Kenneth M. Harknew and Lyman M. Fort. Chicago, New York, Boston: Benj. H. Sanborn & Company.

It is better youth study alcohol through the medium of an intelligently prepared textbook, such as this, than that youth test by tasting, as so many youths have felt it necessary to do in recent years.

The effort to produce national temperance by legislation having failed, the people must rely once more upon the slower processes of education to produce a sober citizenry.

"Youth Studies Alcohol" is a chatty little volume, easily read by pupils of junior high school age, and replete with facts that suggest the desirability of giving alcoholic beverages a wide detour.

The liquor question as a personal matter is approached from many different angles in this text, and the pupil is fortified against many varying arguments and situations he is sure to meet.

The book is attractively gotten up and contains numerous pen-and-ink illustrations.

The study of it should help to develop a social viewpoint in place of a narrow, selfish one.

DIRECTORY

OF SCHOOL EQUIPMENT AND SERVICES

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Art Supplies

Practical School Supply Company
1315 S. Michigan Blvd., Chicago, Ill.

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York Cincinnati, Chicago, Boston

D. Appleton-Century Company, New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Lyons & Carnahan, New York

The Macmillan Co., New York

Newson and Co., New York

Row, Peterson and Co., Evanston, Ill.

Silver, Burdett and Co., Newark

Scott, Foresman and Company, Chicago, New York, Atlanta, Dallas

The John C. Winston Co., Phila.

World Book Company
Yonkers-on-Hudson, N. Y.

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Vacation Tip

Smith Girls Told "Be Kind to Parents"

NORTHAMPTON, Mass. — The theme of Dean Marjorie Hope Nicholson's Christmas greeting to Smith College girls before they left for the holidays was somewhat unusual—"be kind to your parents." But the dean had a reason. She related she had been disturbed by an anonymous postcard received by the college warden last year. It read: "Can't something be done about the length of the Christmas vacation? Three days would be long enough for any mother. Do your heads of houses have to sit up until the girls get in at night? If so, may I rent one for the next vacation?"

Quality Better

CAMBRIDGE, Mass.—Progressive excellence of American secondary schools in preparing students for college has been seen by Dr. Richard M. Gummere, chairman of the committee on admissions of Harvard College, it is shown in his annual report to President James B. Conant. Dr. Gummere comments on the advanced scholastic standing of the present freshman class, 148 in number, and on the increasingly wide geographical distribution of students entering Harvard College. "Present-day American secondary education shows a higher degree of flexibility, accompanied, in the schools which maintain good standards, by a greater depth of interest and thoroughness," Dr. Gummere said.

Wild Life Work

Maine Garden Clubs Seek Aid of Pupils

ALFRED, Me.—Boys and girls of this State's grade schools will be educated in conservation of wild life if plans of the Garden Club Federation of Maine are completed. Six thousand copies of a Conservation Week booklet will be distributed to grade teachers in Maine by the federation, although nature work is not a required subject on the Maine school curriculum. The federation feels, however, that their campaign for conservation will be more effective if the aid of the pupils can be enlisted.

Dr. John P. Garber

PHILADELPHIA. — Dr. John P. Garber, former superintendent of public schools of Philadelphia, died at his home recently. He was in his seventieth year. Since his resignation as head of the school system in 1920 after more than five years' service, he had passed his time in retirement, reading and writing. Before succeeding Dr. W. C. Jacobs as superintendent in 1915 he had been associate superintendent of schools for eighteen years.

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Grins Between Grinds

Dentistry Oath

Judge (in dentist's chair)—"Do you swear you'll pull the tooth, the whole tooth, and nothing but the tooth, so help you, God?"

• •

Climbing

Rastus—"Ah's sure advanced in de pas' couple ob years."

Mose—"How come?"

Rastus—"Well, two years ago Ah was called a lazy loafer, and now Ah's listed as an unfortunate victim ob de unemployment situation."

• •

Abatement Suit

Mrs. Brown—"This suit is very shabby, dear. Shall I send it to the jumble sale?"

Mr. Brown—"Goodness, no! That's the one I wear when I go to protest against my income-tax assessment!"

• •

Salt Air

"Your wife needs a change," said the doctor. "Salt air will cure her."

The next time the physician called he found the Scotchman sitting up by the bedside, fanning his wife with a herring.

• •

Defence

Rastus—"Look heah. I done told you all not to shoot mah roostah, ain't I?"

Sambo—"Yar, an' I told you all to keep you roostah outa mah garden, too, didn't I?"

Rastus—"Dat roostah wasn't in yo' garden. He jes' had his neck through dat crack in de fence."

Sambo—"Well, dat's all I shot wuz his neck!"

• •

Resemblance

The new teacher at the Tufftown school had ambitions to improve the young 'uns' English. One day, holding up a picture of a grizzly bear, she asked: "Who can tell me what this is?"

"Hit's a b'ar, teacher," yells young Dude Jitters.

Teacher shakes her head. "No, Dude," she says. "It's a bear."

Dude scratches his head. "Maybe so," he says. "But doggone ef hit don't look like a b'ar!"

• •

Indispensable!

"Wow!" bellowed little Mary.

"What now?" asked mother.

"Freddy's gone away and won't play church with us any more."

"Well, Freddy doesn't have to play church if he doesn't want to."

"But he has the collection plate."

• •

Satisfies Neighbors

Mr. S. — "Has your son's college education been of any value?"

Mr. B. — "Oh, yes; it cured his mother of bragging about him."